DOCUMENT RESUME

ED 207 068 CS 206 580

TITLE	English and Language Arts Curriculum Guide, Grades 9-12. Bulletin 1590.
INSTITUTION	Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.
PUB DATE	81
NOTE	666p.; For related documents see CS 206 578-579.
EDRS PRICE	MF03/PC27 Plus Postage.
DESCRIPTORS	Behavioral Objectives; *Classroom Techniques; *Curriculum Design; *Educational Objectives; *English Instruction; High Schools; *Language Arts; Teaching Guides

ABSTRACT

This curriculum guide outlines the course content, skills, and suggested classroom activities for English/language arts instruction in grades nine through twelve. The first section of the guide contains course content outlines for each grade level, listing learner objectives, the skills associated with these objectives, and the page numbers of related instructional activities that appear in the guide. The second section of the guide lists the specific instructional activities, with notes on the content, objective, and appropriate grade levels. Instructional activities that are listed include vocabulary development, literal comprehension, interpretive and critical comprehension, oral and written composition, study skills, and proofreading/editing skills. The third section of the guide offers skills continuums for reading and for writing, noting the page numbers of the activities and the grade levels at which the specific skills should be introduced, taught, mastered, and maintained. Information on writing evaluations, audiovisual materials, and recommended readings for teachers is contained in three appendixes. (RL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

C S206580

ED207068

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

STATE OF LOUISIANA

DEPARTMENT OF EDUCATION

ENGLISH AND LANGUAGE ARTS CURRICULUM GUIDE

GRADES 9 - 12

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY
State of Louisiana
Dept. of Education
TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

BULLETIN 1590

1981

Issued by

Office of Academic Programs

J. KELLY NIX

State Superintendent

TABLE OF CONTENTS

Foreword v

Acknowledgments vii

Curriculum Committees ix

Rationale 1

How to Use the Guide. 3

Course Content 6
    Grade 9 8
    Grade 10 20
    Grade 11 34
    Grade 12 46

Instructional Activities 57
    Vocabulary Development 58
    Literal Comprehension 78
    Interpretive Comprehension 95
    Critical Comprehension 152
    Oral and Written Composition 185
    Study Skills 252
    Proofreading and Editing Skills 278

Skills Continuum 306

    Reading 307

    Writing 320

Appendices 335
    Evaluating Writing 336
    Audiovisual Materials 347
    Recommended Reading for Teachers 348

FOREWORD

Act 750 of the 1979 Louisiana Legislature established the Louisiana Competency-Based Education Program. One of the most important provisions of Act 750 is the mandated development and establishment of statewide curriculum standards for required subjects. These curriculum standards include curriculum guides which contain minimum skills, suggested activities, and suggested materials of instruction.

During the 1979-80 school year, curriculum guides for English language arts were developed by advisory and writing committees representing all levels of professional education and all geographic areas across the State of Louisiana. The major thrust of the curriculum development process in each of the guides has been the establishment of minimum standards for student achievement. The curriculum guides also contain activities designed to stimulate learning for those students capable of progressing beyond the minimums.

During the 1980-81 school year, the English language arts curriculum guides were piloted by teachers in school systems representing the different geographic areas of the state as well as urban, suburban, inner-city, and rural schools. The standard populations involved in the piloting reflected also the ethnic composition of Louisiana's student population. Participants involved in the piloting studies utilized the curriculum guides to determine the effectiveness of the materials that were developed. Based upon the participants' recommendations at the close of the 1980-81 pilot study, revisions were made in the curriculum guides to ensure that they are usable, appropriate, accurate, comprehensive, and relevant.

Following the mandate of Act 750, curriculum standards for all required subjects are now ready for full program implementation. The statewide implementation is not, however, the end of the curriculum development process. A continuing procedure for revising and improving curriculum materials must be instituted to ensure that Louisiana students have an exemplary curriculum available to them--a curriculum that is current, relevant, and comprehensive. Such a curriculum is essential for the achievement of the goal of this administration which is to provide the best possible educational opportunities for each student in the public schools of Louisiana.

I wish to express my personal gratitude and that of the Department of Education to each educator whose efforts and assistance throughout the curriculum development processes have been and continue to be vital to the attainment of our curriculum goals.

J. KELLY NIX

6

5

ACKNOWLEDGMENTS

This publication represents the cooperative efforts of personnel in the Bureaus of Secondary Education and Curriculum, Inservice, and Staff Development within the Office of Academic Programs. Special recognition goes to Mrs. Cornelia B. Barnes, English Language Arts Supervisor, who served as chairperson in the development of the guide. Special commendation goes also to members of the writing team who worked diligently to make this publication a reality.

Robert Gaston

Robert W. Gaston, Ed.D.
Assistant Superintendent
Office of Academic Programs

Gerald W. Cobb

Gerald W. Cobb, Ed.D.
Director
Bureau of Secondary Education

Helen Brown

Helen Brown, Ed.D.
Director
Bureau of Curriculum, In-service,
and Staff Development

LANGUAGE ARTS REVISION COMMITTEE

GRADES 9 - 12

Mrs. Jean W. Barker
A. M. Barbe High School
242 Frazer Street
Lake Charles, Louisiana 70605

Mrs. Carolyn M. Faulk
Abbeville High School
2202 West David Drive
Abbeville, Louisiana 70510

Mrs. Earlene Garber, Supervisor
Iberia Parish School Board
Star Route B, Box 390B
New Iberia, Louisiana 70560

Mrs. Donna Gossett, Supervisor
Calcasieu Parish School Board
Route 8, Box 1430
Lake Charles, Louisiana 70601

Mrs. Ceocia B. Hall
A. M. Barbe High School
815 Contour Drive
Lake Charles, Louisiana 70605

Mrs. Susan Lejeune
Route 1, Box 8
Campsite
Crowley, Louisiana 70526

Ms. Deloris Lynch
Woodlawn High School
9041 Mansfield Road
Apartment #1209
Shreveport, Louisiana 71118

Mrs. Sandra Riggs
Minden High School
1400 East Todd Street
Minden, Louisiana 71055

LANGUAGE ARTS CURRICULUM COMMITTEE

State Department of Education Personnel

Bureau of Curriculum, Inservice, and Staff Development

Dr. Helen Brown, Director
Dr. Sylvia Torbet, Assistant Director
Mr. Paul Vanderburg, Supervisor
Mrs. Helen Trahan, Supervisor
Mr. Jack Howell

Bureau of Elementary Education

Dr. William Davis, Director
Dr. Glenda Lofton, Supervisor
Ms. Beth Merrick, Supervisor
Ms. Susan Johnson, Supervisor
Dr. Patricia King, Supervisor
Dr. Alta Palmer, Supervisor
Ms. Betty Kraft, Supervisor

Bureau of Academic Support Services

Dr. James Cookston, Supervisor, School Libraries

Bureau of Secondary Education

Dr. Gerald W. Cobb, Director
Mrs. Cornelia B. Barnes, Supervisor
Mrs. Louise Cobb, Supervisor

Bureau of Special Education Programs

Mrs. Norma-Jean Smith, Supervisor

LANGUAGE ARTS CURRICULUM GUIDE

CONTRIBUTORS

The Language Arts Curriculum Writing Team and the editors of this guide wish to thank the following Louisiana teachers for their contributions to this project:

Ms. Pat Arsenault
Pearl River High School
P. O. Drawer N
Pearl River, Louisiana 70452

Ms. Gaye Farris
Salmen High School
P. O. Box 787
Slidell, Louisiana 70459

Mrs. Margaret Goodman, Consultant
Jefferson Parish School Board
519 Huey P. Long Avenue
Gretna, Louisiana 70053

Ms. Jane LeBlanc
Grace King High School
4301 Carthage Street
Metairie, Louisiana 70002

Ms. Michelle Mano
Riverdale High School
240 Riverdale Drive
Jefferson, Louisiana 70121

Ms. Linda Martin
Covington High School
P. O. Box 838
Covington, Louisiana 70433

Ms. Gayle Miller
Slidell Junior High School
P. O. Box 788
Slidell, Louisiana 70459

Ms. Jean Paleo
Grace King High School
4301 Carthage Street
Metairie, Louisiana 70002

Ms. Barbara C. Pichon
Slidell High School
P. O. Box 788
Slidell, Louisiana 70459

Mr. Fred Shirley
Baton Rouge High School
2825 Government Street
Baton Rouge, Louisiana 70806

Ms. Margie St. Pierre
Ehret High School
4300 16th Street
Marrero, Louisiana 70072

Mrs. Lutie White
East Jefferson High School
400 Phlox Street
Metairie, Louisiana 70001

RATIONALE

There is a growing desire among educators, legislators and parents for literacy instruction to be given highest priority in the schools. In order to achieve this goal, the state legislature has mandated that some highly specific reading and writing skills be taught, mastered, and tested. Since the mandated skills comprise only a small part of the total communication process, the Language Arts Curriculum Committee has expanded the skills listing and has arranged those skills into a course content for each grade level. This arrangement reflects four philosophical principles which the committee believes must underlie all literacy instruction. These four principles are consistent with current research in the language arts.

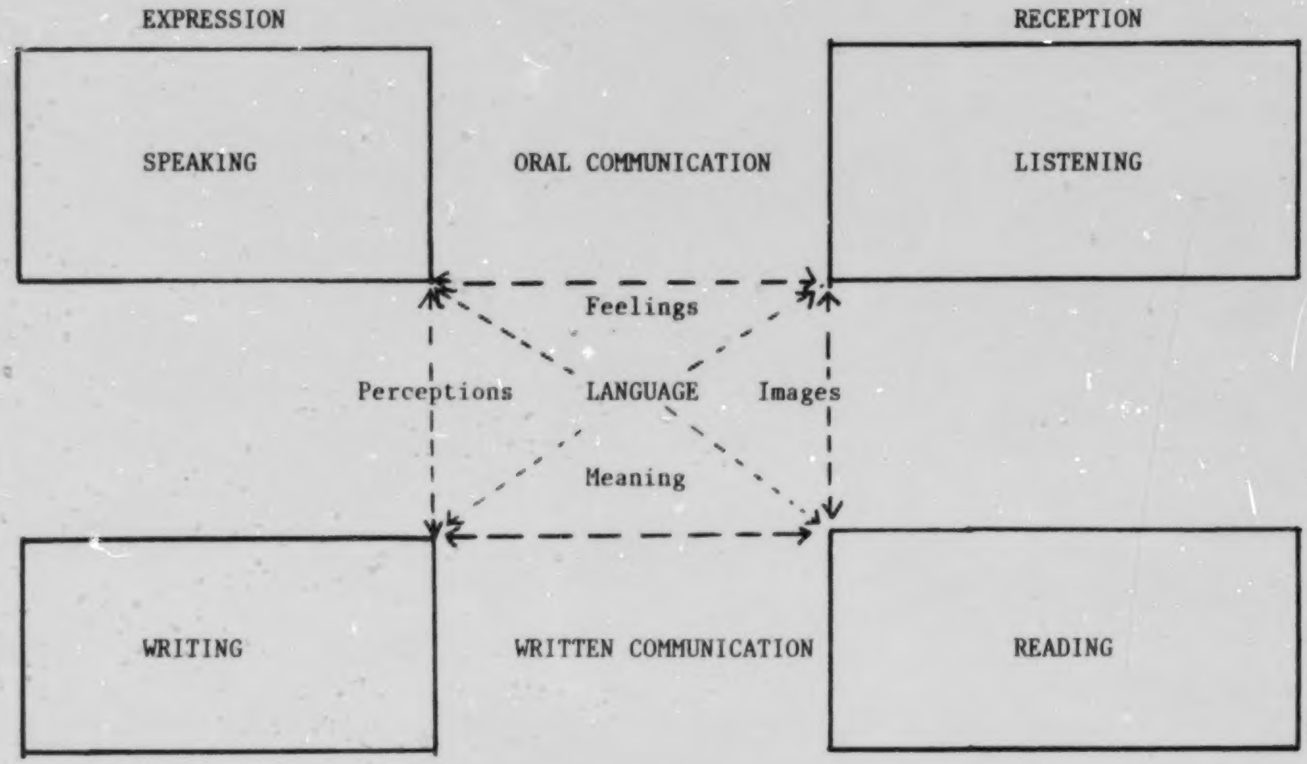
1. Reading, writing, speaking, and listening are inseparable components of the language-communication process. Listening and reading involve comprehension processes; speaking and writing involve production processes. The interrelationship of these components is presented graphically in the communication model on the following page. A speaker or writer may express a message based on ideas, feelings, images, and perceptions by using the complexities of language. The message, transmitted through oral or written channels to a listener or reader is decoded and related to the receiver's own perceptions. These processes are cyclical.

2. Because the language arts are interrelated, reading and writing communication cannot be taught as a set of isolated skills, but instead must be taught in the context of the actual reading and writing processes. Reading skills hierarchies should not dictate a sequence of exercises to be done out of the context of the reading process since comprehension is the goal of reading instruction. Likewise, the mechanics of writing are most appropriately taught at the revision stage of the writing process since effective communication is the goal of that process.

3. These four language arts strands are processes rather than content, and with continuing instruction the learner will become more proficient in each area as he progresses through the grades. At the junior high and secondary levels, specific literary selections and grammar exercises serve as means of promoting achievement in the receptive and expressive processes which are the life skills, the learner's tools for acquiring and transmitting all further learning.

4. All varieties of language have value and are useful in different situations and with different audiences. However, to insure a common medium for cross-cultural communication in the worlds of business and government that touch us all, schools must provide the opportunity for children to learn and practice standard English patterns.

INTERRELATED COMMUNICATION MODEL



HOW TO USE THE GUIDE

The four principles presented in the rationale provide the philosophical basis for the teacher for whom this guide has been designed. The interrelatedness of all areas of language arts is a primary focus of the program. In order to use this document effectively, the teacher must become familiar with each section and its relationship to other elements of the program. The three major segments are the course content for each grade level, the suggested activities, and the skills continuum.

I. COURSE CONTENT

The course content pages are the key to the effective use of this guide. Objectives and their corresponding skills are the framework for a year's work in English. The following chart explains the structure of the course content pages.

1. Broad divisions repeated at each grade level
    a. Comprehension - Reading/Listening
    b. Expression - Writing/Speaking
    c. Aids to Comprehension and Expression
2. Major concepts - the general skill area
3. Learner objectives - what the child is to learn
4. Skills - specific things to teach
5. Activity pages - ideas for teaching the skills

Example:

COURSE CONTENT, GRADE 10

① COMPREHENSION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
② Literal Comprehension		
③ I. Selects main idea in sentences, paragraphs, and multi-paragraph compositions	④ A. Identifying main idea in expository, descriptive narrative, and persuasive compositions	⑤ 73, 74
	B. Summarizing multi-paragraph essays, articles, and stories	179

The underlined activity page number to the right of a particular skill denotes an activity designed specificially for teaching that skill. The remaining page numbers indicate activities providing practice in that skill but not having the skill as its major objective. If a skill has been introduced at a lower grade level, the "practice" activity may be sufficient for maintenance.

Three specific points should be stated here:

1. The course content for each grade level contains skills in addition to those in the minimum standards in an attempt to present average, on-grade level content rather than minimum content.
2. The teacher can adjust this on-grade level course content for students performing below or above grade level by using the types of activities designed for lower or higher grades, and by selecting classroom materials appropriate to the student performance level.
3. The sequence of concepts in the course content provides readability and logical order only and does not imply instructional sequence. The effective teacher will, in keeping with the rationale of this guide, interrelate the various concepts as classroom teaching plans are developed.

II. SUGGESTED ACTIVITIES

Activities developed to support the course content are given as samples to illustrate the integrative, rather than isolated, approach to skills development. Most are appropriate to more than one grade level and, consequently, all have been placed together providing a pool of instructional activities from which teachers may draw.

Each activity is presented under a major content heading. A performance objective supporting the broader learner objectives, as stated in the grade level course content, is presented to guide specific lesson planning. In keeping with the integrative approach, additional skills that may be developed through a given activity are also listed. Consequently, each activity is keyed to those secondary skills as well as to the primary one.

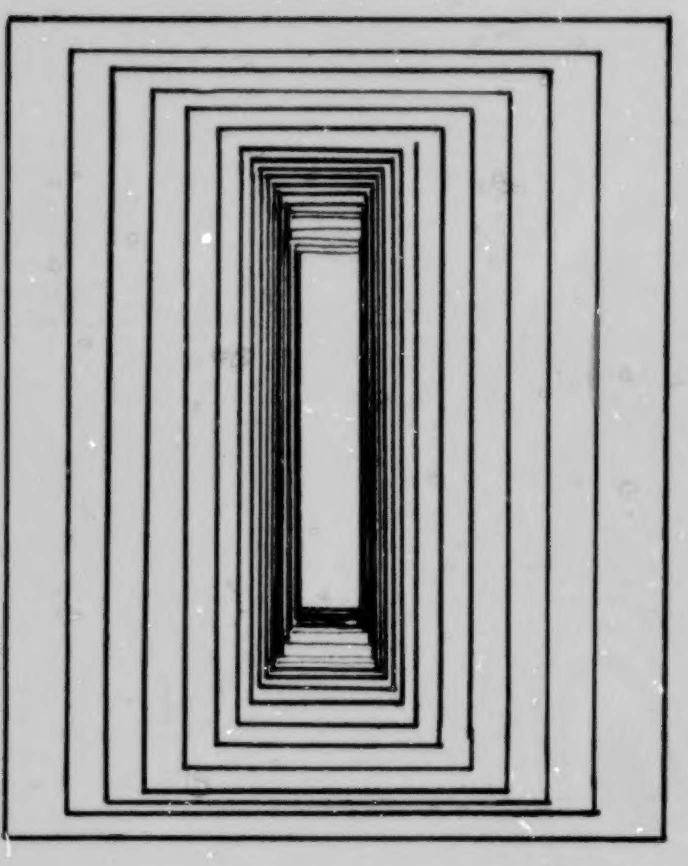
The guide includes only a few sample activities for teaching grammar, spelling, and writing mechanics. Textbooks and workbooks provide ample drill-type practice for these skills. Teachers are encouraged to inventory the supplementary materials available in their schools with the aim of compiling a list from which additional activities may be drawn. Because a wide range of learning styles exists in every classroom, a store of instructional procedures to broaden and enrich the experiences of learners is needed to meet the needs of all pupils.

III. SKILLS CONTINUUM

Because the language arts curriculum has been designed to complement the concept of the minimum standards for reading and writing, those skills have been incorporated into this guide for easier access and have been coded to indicate the grade level at which they should be introduced (*), developed (**), and mastered (***).

A CHALLENGE TO TEACHERS

The Language Arts Curriculum Guide contained in the following pages is an ambitious attempt to insure a comprehensive program in English language communication for every child in the schools of Louisiana. It exist for the benefit of those children and their teachers, and its effectiveness will depend upon the dedicated efforts of those who use it. For the program to succeed there must be careful, consistent monitoring of skills mastery and there must be an openness to ongoing development of new instructional approaches.



Course Content

COURSE CONTENT

Grade 9

Grade 10

Grade 11

Grade 12

COURSE CONTENT, GRADE 9

COMPREHENSION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Vocabulary Development		
I. Uses word attack skills to decode unfamiliar words:	A. Auditory/Visual Discrimination	59
	B. Phonetic Analysis	60
	C. Structural Analysis	62, 64, 67
	1. Root words	68, 288
	2. Affixes	
	***a. anti, ante, astro, fore, scrib, over, out, uni	64
	***b. hood, ian, ic, ity, ure, gram, graph, phone, some	64, 67
	3. Syllabication	
II. Uses vocabulary acquisition skills to enlarge listening, speaking, reading, and writing vocabulary:	A. Context clues	71, 294
	B. Dictionary skills	
	C. Synonyms, antonyms, homonyms	76, 77, 293
	D. Content area words	73
	*E. Etymology	68
	F. Denotative/connotative word meaning	74, 201

COURSE CONTENT, GRADE 9

COMPREHENSION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Literal Comprehension		
I. Selects main ideas in sentences, paragraphs, and multi-paragraph compositions	A. Selecting topic sentences in paragraphs	81
	B. Identifying implied main idea in paragraph	80, 81
	C. Selecting key words in sentences and paragraphs	81
	D. Summarizing multi-paragraph essays, articles, and stories	80
	E. Identifying transitional words and phrases	216
II. Understands role of supporting details in the development of main idea	A. Establishing sequences	
	1. Chronological order	86
	2. Spatial order	86, 79
	*3. Expository order (deduction, induction)	86
	B. Recognizing relevant and irrelevant details	93
III. Follows oral and written directions		
IV. Demonstrates an understanding of the relationship of punctuation to meaning	A. Recognizes the relationship between the length of a pause and the meaning of various punctuation marks	91
	B. Distinguishes among sentences according to meaning (declarative, imperative, interrogative, exclamatory)	91

COURSE CONTENT, GRADE 9

COMPREHENSION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Interpretive Comprehension		
I. Perceives relationships	A. Interpreting analogies	96, 85
	B. Relating what is read to self and to past experiences	102
	C. Determining author's point of view in fiction	79
	D. Recognizing cause and effect relationship	100
II. Detects inferences	A. To establish setting, mood, or characterization	104, 206, 205
	B. To draw conclusions or predict outcomes	106
	*C. To induce theme	117, 148
	D. To recognize foreshadowing	108
	E. To interpret symbols and character motives	241
III. Interprets figurative language:	A. Simile	109, 112
	B. Metaphor	109, 112
	C. Personification	109, 112
	D. Hyperbole	109, 112
	*E. Apostrophe	117
IV. Understands the use of language to achieve a special purpose:	A. Satire	122, 208
	B. Irony	120, 122

COURSE CONTENT, GRADE 9

COMPREHENSION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	C. Dialects, idioms, colloquialisms	293, 205
	D. Rhyme and meter	243
	E. Onomatopoeia	112
	*F. Alliteration	112, 115
	*G. Assonance	109, 151
V. Recognizes and has experiences in reading various types of literature:	A. Prose	
	1. Short story	
	a. Characteristics of a short story	239
	b. Elements of plot structure	239
	1. Characters	239
	2. Setting	239
	3. Conflict	239
	4. Rising/falling action	239
	5. Climax	239
	2. Novel	126
	3. Drama	127, 129, 111
	4. Myths/legends	241
	5. Biography/autobiography	149, 245
	6. Articles/essays	141

COURSE CONTENT, GRADE 9

COMPREHENSION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	B. Poetry	
	1. Narrative	143, 243
	2. Lyric	143, 243
Critical Comprehension		
I. Listens and reads analytically	A. Evaluating the author's competency	165, 153, 156, 159
	1. Style	156
	2. Emotional appeal	153
	3. Accomplishment of purpose	165, 171
	4. Qualifications	167, 171
	*B. Judging the authenticity of a source of information	167
	C. Distinguishing between fact and opinion	167
	D. Detecting propaganda technique	174, 176, 198
	1. Bad names	
	2. Glad names	
	3. Testimonial	

COURSE CONTENT, GRADE 9

COMPREHENSION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	4. Transfer	
	5. Plain folks	
	6. Bandwagon	
	7. Card stacking	
	*E. Recognizing fallacies of reasoning in reading materials	178, 157
II. Synthesizes from materials read		

EXPRESSION - WRITING/SPEAKING

Oral Composition		
I. Organizes and expresses ideas in formal speaking situations	A. Public speaking	
	1. Explaining processes	191, 221
	2. Describing experiences	153
	3. Expressing and defending opinions	162
	B. Book reviewing	234
	C. Group discussions	227, 229

COURSE CONTENT, GRADE 9

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
III. Adapts oral language to audience and situation		
Written Composition		
I. Applies grammatical concepts to sentence development and analysis	A. Recognizes parts of speech	245
	B. Identifies parts of the sentence	193, 207
	*1. Verbals and verbal phrases	195
	2. Dependent/independent clauses	195
	***a. Compound sentence	195
	b. Complex sentence	195
	*c. Compound-complex sentence	195
	*3. Restrictive and non-restrictive clauses	
	4. Sentence patterns	193
	***C. Distinguishes among sentences according to meaning (declarative, imperative, interrogative, exclamatory)	91
	***D. Classifies and builds sentences according to structure (simple, compound)	91
	E. Sentence manipulation, expansion, and combining	88, 193, 195, 197

COURSE CONTENT, GRADE 9

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Page No.
II. Uses common organizing techniques in developing paragraphs and multi-paragraph compositions:	A. Topic sentences	211, 183
	B. Supporting details in logical sequence	86, 211
	C. Transition words and phrases	206, 216
	D. Thesis statement	211, 219
	E. Transition words and phrases	
	F. Adaptation to audience and purpose	198, 201
	G. Selecting and limiting topic	234, 304
III. Writes paragraphs using a variety of methods of development:	***A. Descriptive paragraph with objective/subjective description	203, 206
	B. Expository paragraph interpreting pictures or political cartoons	207, 209
	C. Persuasive paragraph	178
IV . Writes multi-paragraph compositions:	***A. News items	198
	B. Autobiography	245
	*C. Three to five paragraph analysis of a written work	171
	*D. Three to five paragraph persuasive paper	229, 197
	*E. Precis writing	207, 234

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
V. Develops functional writing skills	A. Letter writing	
	1. Business letters	215
	2. Persuasive letters	232, 198
	B. Completing job applications and other forms	248, 214

AIDS TO COMPREHENSION AND EXPRESSION

Study Skills

Learner Objectives	Skills	Activity Page No.
I. Applies study techniques	A. Adjusting reading rate to material and purpose	
	B. Using SQ3R study method	253
	C. Using note-taking and outlining skills	255
II. Locates needed information:	A. Graphic sources	268, 238
	B. Reference materials	
	1. Books	260
	a. Index	260
	b. Glossary	260
	c. Appendixes	260
	d. Footnotes	207, 235, 281
	2. Encyclopedias	263

COURSE CONTENT, GRADE 9

AIDS TO COMPREHENSION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	3. Dictionary	263
	4. Thesaurus	263
	5. Almanac	261, 227
	6. Reader's Guide to Periodical Literature	261, 227
	7. Other standard references	
	a. Familiar Quotations by Bartlett	261
	b. Who's Who	261
	c. Current Biography	261
	C. Card catalog	257
Proofreading and Editing Skills		
I. Gives attention to manuscript form:	A. Handwriting legibility	279, 280
	B. Indenting and paragraphing	209, 280
	1. Letter writing	236, 199
	2. Dialogue	240
	3. Outlining	191, 229
	4. Bibliography/footnotes	206, 281

COURSE CONTENT, GRADE 9

AIDS TO COMPREHENSION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
II. Follows spelling conventions in own written work:	***A. Diphthongs oi, oy, ou	61
	***B. School and community words	291
	*C. Plural of words with foreign origin	223
III. Employs capitalization and punctuation conventions in own written work:	*A. Commas with consecutive adjectives	203
	*B. Colon with volume and page number	299
	C. Italics and underlining	
	*1. Words, letters, and signs referred to as such	
	*2. Foreign words	223
	D. Quotation marks	
	*1. With slang words	201, 293
	*2. With question marks	301
IV. Practices standard usage in written composition	A. Practices standard usage	
	1. Pronoun nominative and objective cases	201
	2. Singular possessive nouns	
	3. Comparative and superlative adjective forms	206
	4. Pronoun-antecedent agreement	301
	5. Subject-verb agreement	301
	***B. Distinguishes between contractions and possessives	

COURSE CONTENT, GRADE 9

AIDS TO COMPREHENSION AND EXPRESSION

Learner Objectives		Skills	Activity Page No.
V. Corrects errors in sentence structure in own compositions	A.	Completing fragments	219, 258
	B.	Correcting run-ons and comma splices	301
	C.	Correcting for sentence variety	195, 245
	D.	Correcting misplaced modifiers	216
	E.	Correcting dangling participles	216
VI. Detects and corrects organizational errors in own multi-paragraph compositions	*A.	Deleting irrelevant material	93
	*B.	Adding supporting material	211
	C.	Establishing logical sequences	86
	D.	Achieving coherence with transitional words, phrases, sentences, and paragraphs	206, 216

COURSE CONTENT, GRADE 10

COMPREHENSION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Vocabulary Development		
I. Uses word attack skills to decode unfamiliar words:	A. Phonetic analysis	60, 265
	B. Structural analysis	62, 64, 67
	1. Root words	68, 288
	2. Affixes	
	***a. centi, counter, dec, duo, hydro, hydra, hydr, intra, octa, quad, quart, sept, sex	64, 68
	***b. logy, logist, ship, ward	
	3. Syllabication	
II. Uses vocabulary acquisition skills to enlarge listening, speaking, reading, and writing vocabulary:	A. Context clues	71, 294
	B. Content area words	73
	C. Dictionary skills	
	D. Thesaurus	70
	E. Denotative and connotative word meaning	74, 201
	F. Etymology	68
	G. Synonyms, antonyms, homonyms	76, 77, 293

COURSE CONTENT, GRADE 10

COMPREHENSION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Literal Comprehension		
I. Selects main idea in sentences, paragraphs, and multi-paragraph compositions	A. Identifying main idea in expository, descriptive, narrative, and persuasive compositions	80, 85
	B. Summarizing multi-paragraph essays, articles, and stories	80, 83
	C. Identifying transitional words and phrases	216
II. Understands role of supportive details in the development of main idea	A. Establishing sequence	
	1. Chronological order (beginning to end, reverse order, flashback)	86, 156
	2. Spatial order	86, 153
	3. Expository order	86, 159
	B. Recognizing relevant and irrelevant details	93
	C. Locating facts, dates, and other details	83
III. Understands and follows oral and written directions		
Interpretive Comprehension		
I. Perceives relationships:	A. Interpreting analogies	96, 98
	B. Relating setting to situations and circumstances	102

COURSE CONTENT, GRADE 10

COMPREHENSION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	C. Recognizing cause and effect relationships	100
	D. Detecting relationships through comparison and contrast	103, 201
	E. Determining author's point of view in fiction	79, 239
II. Makes inferences	A. To establish setting, mood, or characterization	104, 206, 239
	B. To draw conclusions, to make generalizations, and to predict outcomes	106
	C. To induce theme	117, 171
	D To recognize foreshadowing	108
	E. To interpret symbols and character motives	241
III. Interprets figurative language:	A. Simile	109, 112
	B. Metaphor	109, 112
	C. Personification	109, 112
	D. Hyperbole	109, 112
	E. Apostrophe	117
IV. Understands the use of language to achieve a special purpose or effect:	A. Onomatopoeia	109, 112
	B. Alliteration	112, 115

COURSE CONTENT, GRADE 10

COMPREHENSION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	C. Assonance and consonance	109, 144
	D. Rhyme and meter	243
	E. Dialects, idioms, and colloquialisms	293
	F. Satire	122, 242
	G. Irony	120, 122
	H. Tone	241
V. Recognizes and comprehends various types of literature:	A. Prose	
	1. Short story (elements of plot structure)	
	a. Characters	239
	b. Setting/situation	239
	c. Conflict	239
	d. Crisis	239
	e. Climax	239
	f. Denouement	239
	2. Novel	126
	3. Drama	127
	4. Myths/legends	241
	5. Biography/autobiography	149, 245

COURSE CONTENT, GRADE 10

COMPREHENSION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	6. Essay/articles	141
	B. Poetry	
	1. Narrative	2143, 243
	2. Lyric	143, 243
	3. Dramatic	143, 243
VI. Listens for rhythm in poetry and prose read aloud:	A. Choral reading	144, 151
	B. Interpretive reading	144
Critical Comprehension and Appreciation		
I. Reads, views, and listens analytically	A. Understanding the author's purpose	153, 156, 159, 162
	B. Evaluating author's style and emotional appeal in accomplishing his purpose	169, 171
	C. Judging the authenticity of a source of information	167
	D. Distinguishing between fact and opinion	167
	E. Comparing and contrasting works of literature, television programs, movies, etc.	169, 171, 202

COURSE CONTENT, GRADE 10

COMPREHENSION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	F. Detecting propaganda techniques	174, 176, 232
	G. Recognizing fallacies of reasoning in reading materials, television programs, movies, etc.	178, 157
II. Synthesizes from material read		
III. Develops a sense of satisfaction in response to various literary forms or to other media	A. Enjoys an increasing variety of types of reading materials for recreation	183
	B. Enjoys an increasing variety of good dramatic and other programs on radio, television, and recordings	183
	C. Enjoys reading poetry aloud or listening to others	183
	D. Enjoys listening to a variety of music on records, on the radio, and on television	183
	E. Enjoys the intellectual and aesthetic aspects of literature and other media as a means of personal enrichment and social understanding	183

EXPRESSION - WRITING/SPEAKING

Oral Composition

Learner Objectives	Skills	Activity Page No.
I. Organizes and expresses ideas in formal speaking situations:	A. Public speaking	
	1. Explaining processes	191, 221

COURSE CONTENT, GRADE 10

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	2. Describing experiences	153
	3. Expressing and defending opinions	162
	B. Creative dramatics	129, 239
	C. Interviews	248, 215
	D. Group discussions	227, 229
	E. Book reviewing	234
II. Adapts language to informal speaking situations		
Written Composition		
I. Applies grammatical concepts to sentence development and analysis:	***A. Noun-verb-direct object sentence	193, 207, 230
	***B. Noun-verb-adverb sentence	193, 230
	***C. Noun-verb-indirect object-direct object sentence	193, 230
	***D. Subordinating conjunctions in complex sentences	195
	***E. Appositives in sentences	195, 225
	***F. Independent and dependent clauses	195

COURSE CONTENT, GRADE 10

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	***G. Complex sentences	195, 196
II. Develops language manipulation skills:	A. Sentence expansion	88, 195, 197
	B. Sentence combining	88, 195
III. Uses appropriate methods to organize own written work:	A. Patterns of organization	
	1. Chronological	86, 211
	2. Spatial	86, 88, 211
	3. Expository	86, 211
	4. Climactic	86, 211
	***B. Topic outlining	219
	C. Sentence outlining	229, 236
	***D. Topic sentences in paragraphs	211
	***E. Thesis statement	211, 219
	***F. Supporting details	211
	G. Style	
	1. Awareness of audience and purpose	198, 201
	2. Adaptation of language to audience and purpose	198, 201
	3. Figurative language	109, 112

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
IV. Writes various types of paragraphs using a variety of methods of development:	A. Descriptive paragraphs	
	***1. Descriptive paragraphs from pictures using fact and opinion	206
	2. Sensory descriptive paragraphs	203
	B. Expository paragraphs	
	1. Process paragraphs	221
	2. Definition paragraphs	143, 225
	3. Interpretive paragraphs of literary works pictures, or political cartoons	207, 209
	4. Precis	234
	C. Persuasive paragraphs	178
	D. Narrative paragraphs	156
V. Develops multi-paragraph compositions, essays, and articles:	A. Descriptive essays and themes	153, 206
	B. Expository essays and themes	159, 223
	1. Process analysis essay	221
	***2. Multi-paragraph development from given introductory paragraph	211
	3. Written reports using facts and opinions	167
	4. Themes of definition	201, 225

COURSE CONTENT, GRADE 10

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	C. Persuasive essays and themes	162, 229
	D. Narrative themes	156
VI. Creates original works in various genres		
VII. Develops functional writing skills	A. Letter writing	
	1. Business letters	248
	2. Friendly letters	199
	3. Persuasive letters (letters to editors, letters of complaint)	232
	***B. Completing job applications and other forms	248
	C. Writing resumés and letters of application	248

AIDS TO COMPREHENSION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
Study Skills		
I. Applies study techniques	A. Using SQ3R and other study methods	253
	B. Using note-taking and outlining skills	255
II. Locates needed information	A. Using library resources efficiently	257, 260, 263

AIDS TO COMPREHENSION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	B. Extracting needed information from reference materials (books, index, glossary, appendix, etc.)	260
	C. Extracting and interpreting graphic information	272
	D. Using maps, globes, and charts	268
III. Develops skills in test-taking	A. Identifying cue words	274, 276
	B. Identifying distractors	274, 276
	C. Interpreting questions	274. 276
Proofreading and Editing Skills		
I. Uses proper manuscript form:	A. Handwriting legibility	279, 280
	B. Indenting and paragraphing	209, 280
	1. Letters	199, 248
	2. Dialogue	239
	***3. Outlining	191, 229, 235
	4. Footnotes	207, 235, 281
	5. Bibliography	207, 235, 281
	C. Margins	209, 280, 281

COURSE CONTENT, GRADE 10

AIDS TO COMPREHENSION AND EXPRESSION

Learner Objectives		Skills	Activity Page No.
II. Follows spelling conventions in own written work:	***A.	Common hyphenated compound words	165, 283
	***B.	Words containing "ie" or "ei"	165, 285, 288
	***C.	Common words remaining the same in singular and plural forms, as deer, sheep	
	***D.	Basic words of three or more syllables	288
	***E.	Plural forms of nouns ending in o, as tomato-tomatoes, piano-pianos	292
	F.	Correct homonyms in sentence dictation	293
III. Employs capitalization and punctuation conventions in own written work:	***A.	Capitalizes titles of persons, proper nouns and adjectives, abbreviations and titles used in addresses	299
	B.	Underlines italicized titles of newspapers, works of art, magazines, motion pictures, television programs, school subjects, and musical compositions	299
	***C.	Periods after numerals and letters in outline	
	***D.	Commas in simple phrases and clauses in a series	203, 299
	***E.	Commas in nonessential elements or interrupters: appositive, parenthetical expressions, non-restrictive clauses and phrases, and nouns of address	203, 225, 300
	***F.	Commas with introductory words	203

AIDS TO COMPREHENSION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	***G. Underlines titles of books, plays, magazines, and newspapers	165, 299
	***H. Underlines names of ships, trains, and airplanes	299
	***I. Quotation marks to show exact words of speaker	205
	***J. Quotation marks with the placement of periods and commas inside quotation marks	300, 301
	***K. Apostrophe with possessive singular nouns	
IV. Practices standard usage in written composition:	***A. Pronoun objective case	201
	***B. Correlative conjunctions	209
	***C. Comparative and superlative forms of adjectives	206
	***D. Singular possessive nouns	
V. Corrects errors in sentence structure in own written work	***A. Eliminating sentence fragments and run-on sentences	219
	B. Correcting misplaced modifiers	216
	*C. Correcting faulty parallelism	301
	***D. Correcting comma splices	301
	*E. Correcting dangling participles	216
	*F. Correcting faulty subordination	301

COURSE CONTENT, GRADE 10

AIDS TO COMPREHENSION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
VI. Detects and corrects organizational errors in own written compositions	A. Establishing logical sequence	86
	B. Achieving coherence with transitional words, phrases, sentences, and paragraphs	206, 216
	C. Adding supporting material	211, 235
	D. Deleting irrelevant material	93
	***E. Selecting and limiting a topic	304

COMPREHENSION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Vocabulary Development		
I. Uses word attack skills to decode unfamiliar words:	A. Phonetic analysis	60
	B. Structural analysis	62, 64, 67
	1. Root words	288
	2. Affixes	64, 67, 68
	3. Syllabication	
II. Uses vocabulary acquisition skills to enlarge listening, speaking, reading, and writing vocabulary:	A. Context clues	71, 294
	B. Content area words	73
	C. Dictionary skills	
	D. Thesaurus	70
	E. Etymology	68
	F. Denotative and connotative word meaning	74, 201
	G. Synonyms, antonyms, homonyms	76, 77, 293
Literal Comprehension		
I. Selects main idea in sentences, paragraphs and multi-paragraph compositions	A. Identifying main idea in expository, descriptive, narrative, and persuasive compositions	80, 85
	B. Locating facts, dates, and other details	80
	C. Summarizing multi-paragraph essays, articles, and stories	80, 83

COURSE CONTENT, GRADE 11

COMPREHENSION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
II. Understands role of supportive details in the development of main idea	A. Establishing sequence	
	1. Chronological order	86, 156
	2. Spatial order	86, 153
	3. Expository order	86, 159
	B. Recognizing relevant and irrelevant details	93
	C. Using transitional words and phrases	216
III. Understands and follows oral and written directions		
Interpretive Comprehension		
I. Perceives relationships	A. Interpreting analogies	96, 98
	B. Relating setting to situation and circumstances	102
	C. Recognizing cause and effect relationships	100
	D. Detecting relationships through comparison and contrast	103, 201
	E. Determining author's point of view in fiction	79, 239
II. Makes inferences	A. To establish setting, mood, or characterization	104, 206, 239
	B. To draw conclusions, to make generalizations, and to predict outcomes	106
	C. To induce theme	117, 171

COURSE CONTENT, GRADE 11

COMPREHENSION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
III. Understands the use of literary devices:	A. Symbolism	241
	B. Tone	241
	C. Foreshadowing	108, 239
	D. Flashback	156, 239
IV. Interprets figurative language:	A. Simile	109, 112
	B. Metaphor	109, 112
	C. Personification	109, 112
	D. Hyperbole	109, 112
	E. Apostrophe	117
	F. Metonymy	109
	G. Oxymoron	109
	H. Synecdoche	109
V. Understands the use of language to achieve a special purpose or effect:	A. Onomatopoeia	112
	B. Alliteration	112, 115
	C. Assonance	109, 144
	D. Consonance	109, 144
	E. Rhyme and meter	243

COURSE CONTENT, GRADE 11

COMPREHENSION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	F. Dialects, idioms, and colloquialisms	293
	G. Satire	122, 242
	H. Irony	120, 122
VI. Recognizes and comprehends various types of literature:	A. Prose	
	1. Short story (elements of plot structure)	
	a. Characters	238, 239
	b. Setting/situation	238, 239
	c. Conflict	238
	d. Crisis	238
	e. Climax	238
	f. Denouement	238
	2. Novel	126
	3. Drama	127, 132
	4. Myths/legends	241
	5. Biography/autobiography	149, 245
	6. Essay/articles	141
	B. Poetry	
	1. Narrative	143, 243

COURSE CONTENT, GRADE 11

COMPREHENSION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	2. Lyric	143, 243
	3. Dramatic	143, 243
VII. Listens for rhythm in poetry or prose read aloud:	A. Choral reading	144, 151
	B. Interpretive reading	144
Critical Comprehension and Appreciation		
I. Reads, views, and listens analytically	A. Understanding the author's purpose	153, 156, 159, 162
	B. Evaluating author's style and emotional appeal in accomplishing his purpose	169, 171
	C. Judging the authenticity of a source of information	167
	D. Distinguishing between fact and opinion	167
	E. Comparing and contrasting works of literature, television programs, movies, etc.	169, 171
	F. Analyzing point of view	153
	G. Detecting propaganda techniques	174, 176, 232
	H. Recognizing fallacies of reasoning in reading materials, television programs, movies, etc.	178

COURSE CONTENT, GRADE 11

COMPREHENSION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
II. Synthesizes from material read		
III. Develops a sense of satisfaction in response to various literary forms or to other media	A. Enjoys an increasing variety of types of reading materials for recreation	183
	B. Enjoys an increasing variety of good dramatic and other programs on radio, television, and recordings	183
	C. Enjoys reading poetry aloud or listening to others	183
	D. Enjoys listening to a variety of music on records, on the radio, and on television	183
	E. Enjoys the intellectual and aesthetic aspects of literature and other media as a means of personal enrichment and social understanding	

EXPRESSION - WRITING/SPEAKING

Oral Composition

I. Organizes and expresses ideas in formal speaking situations:	A. Public speaking	
	1. Explaining processes	191, 221
	2. Describing experiences	153
	3. Expressing and defending opinions	162
	B. Creative dramatics	129, 239

COURSE CONTENT, GRADE 11

COMPREHENSION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	C. Interviews	248
	D. Group discussions	227, 229
	E. Book reviewing	234
II. Adapts language to informal speaking situations		
Written Composition		
I. Applies grammatical concepts to sentence development and analysis:	***A. Noun-linking verb predicate nominative or predicate adjective sentence	193
	***B. Predicate agreement with subjects of varying complexity	195
II. Develops language manipulation skills:	A. Sentence expansion	197
	B. Sentence combining	88, 195
III. Uses appropriate methods to organize own written work:	A. Organizational patterns	
	1. Expository	86, 211
	2. Spatial	86, 88, 211

COURSE CONTENT, GRADE 11

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	3. Chronological	86, 211
	4. Climactic	86, 211
	B. Sentence outlining	219, 229, 235
	C. Style	
	1. Awareness of audience and purpose	198, 201
	2. Adaptation of language to audience and purpose	198, 201
	3. Figurative language	109, 112
IV. Develops various types of paragraphs:	A. Descriptive paragraphs	203, 206
	B. Expository paragraphs	223, 225
	1. Process paragraphs	221
	2. Interpretive paragraphs of literary works, pictures, or political cartoons, etc.	207, 209
	3. Definition paragraphs	143, 225
	4. Precis	234
	C. Persuasive paragraphs	178
	D. Narrative paragraphs	283

COURSE CONTENT, GRADE 11

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
V. Develops various types of multi-paragraph compositions, essays, and articles:	A. Descriptive essays and themes	153, 206
	B. Expository essays and themes	159, 223
	1. Process analysis essay	221
	2. Written reports	198, 234
	3. Research paper	235
	***4. Three to five paragraph theme from given topic	211, 219
	5. Themes of definition	201
	C. Persuasive essays and theme	162, 229, 231
	D. Narrative themes	156, 283
VI. Creates original works in various genres		
VII. Develops functional writing skills	A. Letter writing	
	1. Business letters	248
	2. Friendly letters	199
	***3. Persuasive letters (letters to editors, letters of complaint)	232
	B. Completing job applications and other forms	248
	C. Writing resumés and letters of application	248

COURSE CONTENT, GRADE 11

AIDS TO COMPREHENSION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
Study Skills		
I. Applies study techniques	A. Using SQ3R and other study methods	253
	B. Using outlining and note-taking skills	255
II. Locates needed information	A. Using library resources efficiently	257, 260, 263
	B. Extracting needed information from reference materials (books, index, glossary, appendix, etc.)	260
	C. Extracting and interpreting graphic information	268, 272
III. Develops skills in test-taking	A. Identifying cue words	274, 276
	B. Identifying distractors	274, 276
	C. Interpreting questions	274, 276
Proofreading and Editing Skills		
I. Uses proper manuscript form:	A. Handwriting legibility	279, 280
	B. Indenting and paragraphing	209, 280
	1. Letters	199, 248
	2. Dialogue	239
	3. Outlining	191, 229, 235

COURSE CONTENT, GRADE 11

AIDS TO COMPREHENSION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	4. Footnotes	207, 235, 281
	C. Margins	209, 280
	D. Bibliography	207, 235, 281
II. Follows spelling conventions in own written work:	A. Phonetic skills	60
	B. Structural skills	62, 64, 67
III. Employs capitalization and punctuation conventions in own written work:	A. Capitalization	296
	B. Punctuation	
	1. Commas	203, 299
	2. Colons	299
	3. Quotation marks	300, 301
IV. Practices standard usage in written compositions:	***A. Agreement of subjects and predicates of varying complexity (compound subjects, collective nouns, and sentences beginning with "there" or "where")	225
	***B. Agreement of pronoun and antecedent	301
	***C Perfect tenses of verbs	301
V. Detects and corrects organizational errors in own written compositions	A. Establishing logical sequence	86
	B. Achieving coherence with transitional words, phrases, sentences, and paragraphs	206, 216

COURSE CONTENT, GRADE 11

AIDS TO COMPREHENSION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
VI. Corrects errors in sentence structure in own written work:	A. Eliminating sentence fragments and run-on sentences	219, 258
	B. Correcting misplaced modifiers	216
	C. Correcting faulty parallelism	301
	D. Correcting comma splices	301
	E. Correcting dangling participles	216
	F. Correcting faulty subordination	301

COURSE CONTENT, GRADE 12

COMPREHENSION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Vocabulary Development		
I. Uses word attack skills to decode unfamiliar words:	A. Phonetic analysis	60
	B. Structural analysis	62, 64, 67
	1. Root words	68, 288
	2. Affixes	64, 67, 68
	3. Syllabication	
II. Uses vocabulary acquisition skills to enlarge listening, speaking, reading, and writing vocabulary:	A. Context clues	71, 294
	B. Content area words	73
	C. Dictionary skills	
	D. Thesaurus	70
	E. Etymology	68
	F. Denotative and connotative word meaning	74, 201
	G. Synonyms, antonyms, homonyms	76, 77, 293
Literal Comprehension		
I. Selects main idea in sentences, paragraphs, and multi-paragraph compositions	A. Identifying main idea in expository, descriptive, narrative, and persuasive compositions	80, 85
	B. Locating facts, dates, and other details	83
	C. Summarizing multi-paragraph essays, articles, and stories	80, 83

COURSE CONTENT, GRADE 12

COMPREHENSION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
II. Understands role of supportive details in the development of main idea	A. Establishing sequence	
	1. Chronological order	86, 156
	2. Spatial order	86, 153
	3. Expository order	86, 159
	B. Recognizing relevant and irrelevant details	93
	C. Using transitional words and phrases	216
III. Understands and follows oral and written directions		
Interpretive Comprehension		
I. Perceives relationships	A. Interpreting analogies	98
	B. Relating setting to situation and circumstances	102
	C. Recognizing cause and effect relationships	100, 201
	D. Detecting relationships through comparison and contrast	103
	E. Determining author's point of view in fiction	79, 239
II. Makes inferences	A. To establish setting, mood, or characterization	104, 206
	B. To draw conclusions, to make generalizations, and to predict outcomes	106
	C. To induce theme	117, 171
	D. To understand textual clues in implied relationships	

COURSE CONTENT, GRADE 12

COMPREHENSION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
III. Understands the use of literary devices:	A. Tone	241
	B. Symbolism	241
	C. Foreshadowing	91, 135
	D. Flashback	108, 132
IV. Interprets figurative language:	A. Simile	109, 112
	B. Metaphor	109, 112
	C. Personification	109, 112
	D. Hyperbole	109, 112
	E. Apostrophe	117
	F. Metonymy	109
	G. Oxymoron	109
	H. Synecdoche	109
	I. Allusion	120
V. Understands the use of language to achieve a special purpose or effect:	A. Onomatopoeia	112
	B. Alliteration	115, 127
	C. Assonance	109, 144

COURSE CONTENT, GRADE 12

COMPREHENSION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	D. Consonance	109, 144
	E. Rhyme and meter	135, 243
	F. Dialects, idioms, and colloquialisms	293
	G. Satire	122, 242
	H. Irony	120, 122, 132
VI. Recognizes and comprehends various types of literature:	A. Prose	
	1. Short story	238
	2. Novel	126
	3. Allegory	238
	4. Drama	127, 132
	5. Biography/autobiography	149, 245
	6. Myths/legends	241
	7. Essay/articles	141
	B. Poetry	
	1. Narrative	143, 146, 243
	2. Lyric	143, 243

COURSE CONTENT, GRADE 12

COMPREHENSION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	3. Dramatic	143, 243
VII. Listens for rhythm in poetry and prose read aloud:	A. Choral reading	144, 151
	B. Interpretive reading	144
Critical Comprehension and Appreciation		
1. Reads, views, and listens analytically	A. Understanding the author's purpose	153, 156, 159, 162
	B. Evaluating author's style and emotional appeal in accomplishing his purpose	169, 171
	C. Judging the authenticity of a source of information	167
	D. Distinguishing between fact and opinion	167
	E. Comparing and contrasting works of literature, television programs, movies, etc.	169, 202
	F. Analyzing point of view	153
	G. Detecting propaganda techniques	174, 176, 232
	H. Recognizing fallacies of reasoning in reading materials, television programs, movies, etc.	178, 157
II. Synthesizes from material read		

COURSE CONTENT, GRADE 12

COMPREHENSION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
III. Develops a sense of satisfaction in response to various literary forms or to other media	A. Enjoys an increasing variety of types of reading materials for recreation	183
	B. Enjoys an increasing variety of good dramatic and other programs on radio, television, and recordings	183
	C. Enjoys reading poetry aloud or listening to others	183
	D. Enjoys listening to a variety of music on records, on the radio, and on television	183
	E. Enjoys the intellectual and aesthetic aspects of literature and other media as a means of personal enrichment and social understanding	183

EXPRESSION - WRITING/SPEAKING

Oral Composition

I. Organizes and expresses ideas in formal speaking situations:	A. Public speaking	
	1. Explaining processes	191, 221
	2. Describing experiences	153
	3. Expressing and defending opinions	162
	B. Creative dramatics	129, 239
	C. Interviews	248
	D. Group discussions	227, 229
	E. Book reviewing	234

COURSE CONTENT, GRADE 12

EXPRESSION - WRITING/EXPRESSION

Learner Objectives	Skills	Activity Page No.
III. Adapts language to informal speaking situations		
Written Composition		
I. Applies grammatical concepts to sentence development and analysis	***A. Changes compound sentences to complex sentences	195
	B. Uses noun, adjective, and adverbial clauses in sentences	195
II. Develops language manipulation skills:	A. Sentence expansion	197
	B. Sentence combining	88, 195
III. Uses appropriate methods to organize own written work:	A. Organizational patterns	
	1. Chronological	86, 211
	2. Expository	86, 211
	3. Spatial	86, 88, 211
	4. Climactic	86, 211
	B. Sentence outlining	219, 229, 235
	C. Style	
	1. Awareness of audience and purpose	198, 201
	2. Adaptation of language to audience and purpose	198, 201
	3. Use of figurative language	109, 112

COURSE CONTENT, GRADE 12

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
IV. Develops various types of paragraphs:	A. Descriptive paragraphs	203, 146, 206
	B. Expository paragraphs	
	1. Process paragraphs	221
	***2. Interpretive paragraphs of literary works, pictures, or political cartoons	207, 209
	***3. Precis	234
	4. Definition paragraphs	143, 225
	C. Persuasive paragraphs	178
	***1. Paragraphs using techniques of propaganda	174, 176
	2. Paragraphs developing effective arguments	159
	D. Narrative paragraphs	156
V. Develops various types of multi-paragraph compositions, essays, and articles:	***A. Three to five paragraph essay employing the senses	153
	B. Expository essays and themes	159, 223
	***1. Three to five paragraph expository theme on own topic	219, 223
	***2. Three to five paragraph process analysis essay	221
	3. Themes of definition	201, 225

COURSE CONTENT, GRADE 12

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	4. Written report	198, 234
	5. Research paper	235
	C. Persuasive essays and themes	162, 229, 231
	***1. Three to five paragraph persuasive paper	162
	***2. Two to three paragraphs stating opinions on literary subjects, class discussions, school-related issues, etc.	207
	D. Narrative themes	156
VI. Creates original works in various genres		
VII. Develops functional writing skills	A. Letter writing	
	1. Business letters	236
	2. Persuasive letters	232
	3. Friendly letters	199
	4. Thank you notes	
	B. Completing job applications and other forms	248, 236
	***C. Writing resumės and letters of application	248, 236
Study Skills		
I. Applies study techniques	A. Using SQ3R and other study methods	253

COURSE CONTENT, GRADE 12

AIDS TO COMPREHENSION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	B. Using note-taking and outlining skills	255
II. Locates needed information	A. Using library resources efficiently	257, 260, 263
	B. Extracting needed information from reference materials (books, index, appendix, glossary, etc.)	226, 229
	C. Extracting and interpreting graphic information	268, 272
III. Develops skills in test-taking	A. Identifying cue words	274, 276
	B. Identifying distraction	274, 276
	C. Interpreting questions	274, 276
Proofreading and Editing Skills		
I. Uses proper manuscript form:	A. Handwriting legibility	279, 280
	B. Indenting and paragraphing	209, 280
	1. Letters	199, 248
	2. Dialogue	239
	3. Outlining	191, 229, 235
	4. Footnotes	207, 235, 281
	C. Margins	209, 280
	D. Bibliography	207, 235, 281

COURSE CONTENT, GRADE 12

AIDS TO COMPREHENSION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
II. Follows spelling conventions in own written work:	***A. Foreign plurals accepted in English as alumni, parentheses, analyses, etc.	223
	B. Phonetic skills	60
	C. Structural analysis skills	62, 64, 67
III. Employs capitalization and punctuation conventions in own written work:	A. Capitalization	296
	B. Punctuation	203, 299, 300
IV. Practices standard usage in written composition		
V. Corrects errors in sentence structure in own written work	A. Eliminating sentence fragments and run-on sentences	219
	B. Correcting misplaced modifiers	216
	C. Correcting faulty parallelism	301
	D. Correcting comma splices	301
	E. Correcting dangling participles	216
	F. Correcting faulty subordination	301
VI. Detects and corrects organizational errors in own written composition:	A. Establishing logical sequence	86
	B. Achieving coherence with transitional words, phrases, sentences, and paragraphs	206, 216
	C. Using note-taking and outlining skills	235, 255

Instructional Activities

VOCABULARY DEVELOPMENT

WORD ATTACK SKILLS

- Phonetic analysis
- Structural analysis

VOCABULARY ACQUISITION SKILLS

- Context clues
- Content area words
- Dictionary skills
- Thesaurus
- Denotation and connotation
- Etymology
- Synonyms, antonyms, homonyms

CONTENT: Vocabulary Development: Auditory/Visual Discrimination

OBJECTIVE: The student will employ visual and auditory skills to enlarge vocabulary.

SKILLS:
- Uses basic word attack skills to sound out words
- Builds words from basal letter blends
- Reads orally

ACTIVITIES

1. A review of basic phonics may be necessary for weaker students.
   - Play a game of scrabble with the class. List on the board vowels, diphthongs, and blends currently being studied, and require students to write as many words as they can for each. Students may work in pairs to enhance the competitive atmosphere.
   - Consider making individual phonics cards for those with serious problems.

2. Have each student bring 5 scrambled words to class. As an oral exercise, ask students to unscramble words as volunteers post them on the board.

3. Prepare copies of crossword puzzles, acrostic poems, or other word games for supplemental work.

4. Make oral reading an on-going process.
   - Read literary selections to your students (especially poetry and short stories).
   - Have students take roles and read plays orally (Scope and Voice are excellent sources) attempting to create character and mood.

5. Prepare a daily (weekly) one-minute dictation for students. Have them exchange papers and proofread each other's work.

6. Consider using a simple reading/vocabulary series as supplemental work. (Vocabulit from Perfection Form is very good.)

7. Invite guests to speak on a variety of topics. Require students to take notes on the content of the speech.

8. Invite members of speech classes to rehearse before your students, using format suggested above.

CONTENT: Vocabulary Development: Phonetic Analysis

OBJECTIVE: The student will decode words by using phonetic analysis.

SKILL: - Uses phonetic analysis

ACTIVITIES

1. Have students write, then say, a tongue twister where one beginning sound is prevalent all the way through.

   Example: "Peter Piper Picked. . ."

2. Ask students to prepare a grocery store list categorizing all items with the same beginning sounds into one category.

   Example:
   soup
   soda
   salt

   mayonnaise
   mustard
   milk

   bread
   beans
   bananas

3. Prepare work sheets which afford the child practice in recognizing silent consonants in each word.

   Example:
   knew
   know

   wrote
   knot

   high
   hour

4. Wh (wheel), th (tooth), ch (which), sh (shop), ng (ring)

   Direct students to find as many words containing the above digraphs as they can in newspapers and magazines. From these words they can compile their own word lists. Use these lists with partners or small groups for spelling purposes.

5. Have students classify words according to sounds of ow.

   Example: Draw one line under ow as in show.

   blow towel crown how low

   town bowl flowers howl window

arrow
brown
flow
vowel
crow

below
bellow
show
tower
power

pillow
shower
know
plow
throw

slow
snow
down
know
cowboy

yellow
towels
fellow
sparrow
blowing

6. Students are given a list of five words. The student writes the vowels found in the words in list one and the consonants in list two.

Example:

List one (vowels)	List two (consonants)
1. big ________	1. ________
2. ball ________	2. ________
3. not ________	3. ________
4. good ________	4. ________
5. fun ________	5. ________

7. Prepare a wheel with eight parts. On each part print either oy or oi. Attach a spinner to the middle of the wheel and have a student spin it. If the spinner lands on the oi or oy letter combination the student must correctly pronounce and spell a word using this combination to obtain a point. You may wish to provide a free space in which the child is given the opportunity to choose either of the combinations. This will increase interest in the game.

8. Write the letter s after the word that has the soft sound of g.

1. stage ________
2. page ________
3. gypsy ________
4. giant ________
5. gum ________
6. gun ________
7. good ________
8. gills ________
9. game ________
10. age ________
11. magic ________
12. ginger ________
13. guide ________
14. gift ________
15. bridge ________

CONTENT: Vocabulary Development: Structural Analysis

OBJECTIVE: The student will divide compound words into structural units.

SKILLS:
- Defines words through structural units
- Builds new words from given root words
- Locates compound words in written selections

ACTIVITIES

1. Place the word "photostory" on the board. Ask students to figure out what a photostory is. Discuss the way in which the structure of the word, photo + story, gives them meaning - a story composed of photos.

2. Discuss the meaning of the term "compound word." Then allow students five minutes to scan a selection from a magazine, textbook or newspaper to find as many compounds as possible.

3. List some of the compound words on the board and demonstrate how meanings are derived from two or more words (such as mail + bag = mailbag). Make students aware also of the subtle differences in meaning. For example, a fishbone is a bone "from" a fish while a fishhook is a hook "for" a fish.

4. Have students collect compounds that fit categories. Start collection projects to make collages, booklets, or wall murals of the following classes of compounds:

    1. Word two is of word one: Ex. "fishbone" is a bone of a fish.

    2. Word two does word one. Ex. "washerwoman" is a woman who does wash.

    3. Word two is word one. Ex. "noblewoman" is a woman who is noble.

    4. Word two is from word one. Ex. "moonlight" is light from the moon.

    5. Word two is for word one. Ex. "dishpan" is a pan for dishes.

5. Have students do compound building. They can coin some new words, give them one root and see how many they can form. Try shelf: bookshelf, dreamshelf (?)

Reference: Thomas, Albert, Jr. and Komar, Sharon,
Career World. Highwood, Ill: Curriculum
Innovations, Inc., 1980

CONTENT: Vocabulary Development: Structural Analysis

OBJECTIVE: Students will apply decoding skills to words formed with roots and affixes.

SKILLS:
- Uses Structural Analysis
  Root words
  Affixes (non, com, con, tri, super, pro, inter, trans, post, per, de, bi)
  (anti, ante, astro, fore, scrib, over, out, uni)
  (hood, ian, ic, ity, un, gram, graph, phone, some)

ACTIVITIES

---

1. Create, jointly, a master reference chart of all the word elements students have learned. The chart will include the following subheadings:

   Prefixes   Roots   Suffixes

2. List the elements (prefixes, suffixes, roots) in alphabetical order and add meanings or classify by meaning when possible.

   Example: Prefixes meaning not
   in, un, non

   Prefixes meaning before
   pre, ante, fore

   Prefixes meaning together
   con, com

3. Record this information on a series of posters that can be used for reference. The following games and activities are based on the information on these posters.

   1. Use the chart to have students form words by joining one of the affixes and one of the roots.

      Design a bingo game using prefixes, suffixes, or roots and definitions of each particular element.

Example: call card
fore---coming before in time

Play as bingo.

4. Have the students write a word with each of the following prefixes:

    1. non not essential
    2. com press together
    3. non the lack of
    4. con opposite of
    5. com with
    6. con the same as com
    7. com together
    8. non not a

5. List the definitions and the prefixes below on the board. Have the students copy them on paper, having five lines between each.

(anti)	1.	The prefix means opposite; against
(ante)	2.	The prefix means prior; earlier; in front of
(uni)	3.	The prefix means one; single
(fore)	4.	The prefix means being or coming before in time; front
(astro)	5.	The prefix means star
(over)	6.	The prefix means across a barrier; across the brim; excessive
(out)	7.	The prefix means in a direction away from the inside or the center; situated outside; to become known

6. Then, list these words on the board. Each word goes under one of the above definitions. When the words have been grouped, define them orally in class, using the prefix definition as a starting point. When a definition has been established, have the students take turns orally composing sentences using each word.

    antibody
    antebellum
    astrological
    forerunner
    overlook
    outreach
    overcoat
    outlook
    overhearing
    overland
    outdoors
    outlive

universe
forecast
foremost
antiseptic
antifreeze
foresight
forewarn
unicorn
uniform
astroworld

7. Have students form words by joining one of the prefixes and one of the roots in each row.

1.	non	cycle
2.	com	change
3.	con	cede
4.	tri	locate
5.	super	mester
6.	pro	commital
7.	inter	regulate
8.	trans	cent
9.	post	temp
10.	per	trol
11.	de	graduate
12.	bi	ile

When the word list is complete, define each orally in class.

CONTENT: Vocabulary Development: Structural Analysis

OBJECTIVE: The student will recognize the change in word usage through adding adverbial, adjectival, and noun suffixes.

SKILLS:
- Uses suffixes to change parts of speech
- Composes sentences orally

ACTIVITIES

1. Draw the student's attention to words in their reading that change part of speech through adding or taking away suffixes.

   Ex. 1: She wore an attractively tailored suit.

   attractive - adjective
   attraction - noun
   attractively- adverb
   attract - verb

   Ex. 2:: Every day that child created a disturbance in the classroom.

   create - verb
   creation - noun
   creativity - noun
   creative - adjective

2. When the new words have been listed on the board and the part of speech of each identified, ask the students to orally compose a sentence using each new word. Write these sentences on the board and examine them with the class to determine the function of the new word in the sentence.

   Ex. 1: He is such a manly little boy. (adjective)

   Ex. 2: Jim struggled manfully to move the heavy desk. (adverb)

CONTENT: Vocabulary Development: Affixes

OBJECTIVE: Following instruction, the student will be able to spell correctly and to define words formed from prefixes.

SKILLS:
- Studies the origin of words
- Forms new words
- Defines unfamiliar words formed from cent, counter, dec, duo, hydr, hydro, intra, oct, quad, sept, and sex
- Spells unfamiliar words formed from affixes studied

ACTIVITIES

1. Begin the lesson with a general discussion of etymology. It should be stressed that over many hundreds of years our language has been affected by Latin, French, Scandinavian, Greek, German and many other languages. The history of a simple word, such as "centipede" should be explained. The Latin and French centi means "a hundred," and the Latin word for foot, pede, combine to form the word for a hundred-footed insect. Using dictionaries and other resources available to students, they should compile charts tracing the histories of words containing the roots mentioned above.

   Example:

   Counter (opposite, opposing) = counterclockwise,
   counterattack, counteract
   dec (ten) = decade
   quad (four) + angle = quadrangle (something with four angles)

2. Students could locate as many words as possible containing all prefixes and roots. Words may be chosen which center around a mathematical theme, since many are found in numerical words.

3. Assign additional prefixes and suffixes which students may research on their own. Have students put their words on index cards and exchange with classmates. By joining word parts, students may create new words to add to their vocabulary. For example, joining "hydro" to "plane" will create the word for a plane used to land on water.

4. Have students design spelling tests of newly formed words. Volunteers could dictate a new list of words each day for a week. Students would be required to spell the words correctly and supply a brief definition of each. Some students may design multiple-choice type spelling quizzes.

   Example: cintipede centipede centepede.

5. Use a list of prefixes, suffixes, and root words found in an *ACT Test Preparation Book*; the list could serve as the basis for the year's work on vocabulary development. The students will expand their vocabulary and learn the testing format that is commonly used on standardized tests.

CONTENT: Vocabulary Development: Thesaurus

OBJECTIVE: The student will understand the use and the limitations of the thesaurus.

SKILL: - Uses the thesaurus

ACTIVITIES

1. Students should be given a thorough explanation of the thesaurus before trying to use it. Teachers should point out the following:
    1. The word "thesaurus" is derived from a Latin word meaning "treasure." Therefore, a thesaurus is a treasury of words.
    2. The purpose of using a thesaurus is to help find the exact word to express a given meaning.
    3. While the thesaurus can be useful to a writer, it can also be a dangerous reference since the synonyms listed there are without definitions or explanations of differences in meaning. It is easy, therefore, to choose an inappropriate word. When coming across an unfamiliar synonym, its meaning should be checked in a dictionary.
2. Assign these exercises to your students for practice.
    1. Find three words that can be used instead of "youth."
    2. What are two words that can be used to describe a small town (i.e., village, hamlet)?
    3. List words that can be used to identify a specific messenger (i.e., postman, announcer, dispatcher, errand boy).
    4. What are some words that can be used for "artist"?

CONTENT: Vocabulary Development: Context Clues

OBJECTIVE: The student will be able to determine meaning of a word by using the sentence in which it is placed for clues.

SKILLS:
- Uses context clues
- Applies skimming and scanning techniques in reading assignments

ACTIVITIES

1. Prepare a transparency with the following items or similar ones. Use this as an oral exercise. Students need to explain their choices. Adapt the vocabulary to a reading assignment. The following example was taken from "Through the Tunnel," Exploring Life Through Literature.

    1. "In a minute, he had swum in and was on the rocks beside them, smiling with a desperate, nervous supplication."

        supplication probably means:

        1. a humble and earnest request or prayer
        2. feeling of doubt
        3. movement

    2. "A curious, most unchildlike persistence, a controlled impatience, made him wait."

        persistence probably means:

        1. holding fast to a purpose or course of action
        2. dream, fantasy
        3. doubt

    3. "He was incredulous and then proud to find he could hold his breath without strain for two minutes."

        incredulous probably means:

        1. lifeless
        2. doubting; not ready to believe
        3. mysterious; impossible to understand

4. "Fish again - myriads of minute fish, the length of his fingernail, were drifting through the water, and in a moment he could feel the innumerable tiny touches of them against his limbs."

myriads probably means:

1. a group
2. a very great number
3. a system

2. Have each student write a sentence or skim textbooks or library books for sentences with similar context clues. Allow each student to write his sentence on the board, omitting one word that is explained in context. That word is added to the list which will be posted for students' use in the next step. (This could be done on the board.)

Use the sentences contributed by the students for a written exercise. Students are to write each sentence and fill in the blank with a word from the posted list.

Have student contributors fill in the blanks on the board and others check their work. Questions could arise. This would be a good time for discussion of use of words and their meanings.

Ex: 1. All the residents may enjoy ____________ use of the pool except children under 12 who must leave at 5 p.m.

2. Friends doubted that he had taken his own life, for __________ is unthinkable to such a deeply religious man.

3. Stadium police were told to __________ any spectator creating a disturbance.

The word list would be:
1. unrestricted
2. suicide
3. evict

CONTENT: Vocabulary Development: Content Area Words

OBJECTIVE: The student uses vocabulary acquisition skills to enlarge listening, speaking, reading, and writing vocabulary.

SKILLS:
- Becomes familiar with content area words
- Spells content word correctly
- Lists items according to category

ACTIVITIES

Examine a unit or chapter from content area. Construct a vocabulary overview. Have students arrange vocabulary terms in a diagram that shows their interrelationship. The major theme of the unit or chapter is the theme of the overview.

Example:

Indian Life

Kinds of Indians	Home	Dress	Weapons	Food	Punishment
chief	village	loin cloth	tomahawk	venison	scalp
warrior	tepee	buckskins	lance	buffalo	gauntlet
brave	lodge	headdress	bow	antelope	banishment
squaw	hogan	blanket	arrow	corn	
papoose		moccasins	knife	bear	
		feathers	rifle	fish	
		warpaint	club	berries	
		beads			

This activity can be adapted to content material of varying degrees of difficulty.

CONTENT: Vocabulary Development: Denotative-Connotative Word Meanings

OBJECTIVE: The student will recognize the favorable and unfavorable connotations of words with similar meanings.

SKILL: - Selects words on the basis of connotative meaning

ACTIVITIES

CONNOTATION/DENOTATION

1. Words can mean the same thing but have different shades of meaning. Examine the following pairs of words and determine which word provides a more favorable comment about you. Adapt the word list to ability level and interest of students.

   1. thrifty, cheap

      a. I am ______________. b. He is ______________.

   2. conceited, self-confident

      a. I am ______________. b. He is ______________.

   3. sloppy, informal

      a. I am ______________. b. He is ______________.

   4. slim, skinny

      a. I am ______________. b. He is ______________.

   5. young, immature

      a. I am ______________. b. He is ______________.

6. stubborn, determined

a. I am ______________________. b. He is ______________________.

7. concerned, nosy

a. I am ______________________. b. He is ______________________.

8. relaxed, lazy

a. I am ______________________. b. He is ______________________.

9. outspoken, rude

a. I am ______________________. b. He is ______________________.

10. over-dressed, well-groomed

a. I am ______________________. b. He is ______________________.

2. Select words from a reading assignment and use the outline to discuss character traits or setting. The format could also be used in connection with the study of predicate adjectives.

CONTENT: Vocabulary Development: Synonyms

OBJECTIVE: The student will select synonyms as substitutes for familiar words in sentences.

SKILL: - Uses synonyms to extend meaning in own writing

ACTIVITIES

1. Have students work together in small groups to select sentences from a variety of texts, catalogs, magazines or newspapers. The students will copy the sentences on paper or cut them out of the printed material. These sentences are then pasted on 3 x 5 cards. Each card represents one "game" and should have at least three sentences.

2. When each group has developed as many cards as there are people in the group, the game begins. Each player draws a card and on scratch paper writes as many synonyms or "substitutes" as he can for any word in the sentence.

   Ex: The pretty flower was put in the tiny container.

   pretty - gorgeous
   colorful
   beautiful

   put - arranged
   placed

   tiny - small
   wee
   minute
   little

   container - vase
   holder

3. At the end of each round, the student who has sent in the most "substitutes" wins. The cards are then passed to the right and the next game begins.

CONTENT: Vocabulary Development: Homonyms

OBJECTIVE: The students will demonstrate an understanding of the difference in meaning of pairs of homonyms by writing sentences using each word appropriately.

SKILL: - Uses homonyms in original sentences

ACTIVITIES

1. Write pairs of homonyms on the chalkboard.

   Ex:
   1. knight
night
   2. principal
principle
   3. stationary
stationery
   4. complement
compliment
   5. guerrilla
gorilla
   6. discreet
discrete

2. Give one sentence as an example of how you expect the students to complete the exercise.

   Ex: The __knight__ went to the castle at __night__.

3. Have volunteers write the completed sentences on the board. Working with the class, edit the sentences by checking spelling, usage, etc.

LITERAL COMPREHENSION

MAIN IDEA

Main idea in paragraphs and compositions
Summarizations
Transitional words and phrases

SUPPORTING DETAILS

Sequences
Cause and effect
Comparison and contrast
Facts, dates, and other details

CONTENT: Literal Comprehension: Main Idea

OBJECTIVE: The student will share, in oral and written discourse, his reading experiences with others.

SKILLS
- Demonstrates literal comprehension in silent reading
- Finds the main idea in selections
- Organizes and outlines main ideas for written and oral discourse
- Uses appropriate vocabulary for speaking and writing

ACTIVITIES

1. Define and discuss characterization, structure, and point of view.

2. Supply an example of structure, and an example of point of view to be analyzed and discussed.

   Suggested materials include any newspaper article, "The Monkey's Paw," "Flight," "A Worn Path," The Great Gatsby, The Red Badge of Courage.

3. Instruct the class in outlining techniques.

4. Have students outline the main ideas of selected writing. (student choice of selection)

5. Assign a short written assignment based on characterization, structure, or point of view of the writing. (student choice of selection)

6. Present an example of an oral report on a selection. Ask the students what they noticed about the presentation. Then, give them specific requirements for their informal, oral reports. Requirements might include standard English, adequate volume, clear voice, posture, a time limit.

7. During the school year, assign two different reading selections written by the same author. Have students point out similarities or differences in the author's use of point of view and structure.

8. Encourage recreational reading by providing various materials in the classroom which students can check out and by allowing students to go to the library to find interesting reading material. Try to use reading as a reward for completing assignments early by letting students who finish early look through the recreational reading material. Emphasize the fact that reports will not be given on this material.

CONTENT: Literal Comprehension: Main Idea

OBJECTIVE: The student will identify the main idea in narrative, expository, persuasive, and descriptive passages.

SKILLS:
- Develops listening skills
- Increases comprehension
- Participates in group discussion

ACTIVITIES

1. Select interesting passages of narrative, expository, persuasive and descriptive prose from magazines of interest to teenagers--Seventeen, Cycle, Sports Illustrated, etc. Tape record the selected passages (or have the students tape record passages).

2. Allow each student to play his/her passage to the class. Ask specific questions about the main idea or details of the passage.

3. As an alternative, a school system may wish to purchase listening skills programs--e.g., Listen and Think by Educational Developmental Labs.

4. Collect additional passages of narrative, descriptive, persuasive and expository prose in magazines or in literature text.

5. Require students to read each passage and summarize the main idea. If students cannot find the main idea, help them to identify the textual clues to main ideas.

6. Students may then write a summary of selected passages, keeping in mind the construction of a paragraph. (see Christensen, Notes Toward a New Rhetoric for models). Allow students to write a rough draft, and revise it.

7. Allow them to share their paragraphs orally and to direct questions to the class to comprehend the main ideas.

CONTENT: Literal Comprehension: Main Idea

OBJECTIVE: Student will select topic sentences in paragraphs and stories.

SKILLS:
- Selects topic sentences
- Recognizes details

ACTIVITIES

1. Have students read each paragraph below and find a good topic sentence for each one from the list below. Write the number of the topic sentence beside the paragraph.

   - The leaves and stems of plants move, but many plants are anchored to one place by their roots. Most animals, on the other hand, can move from place to place.

   - Animals respond more quickly and more strongly than plants. Many animals receive stimuli (things that stir into action) through the senses of sight, hearing, smell, taste, and touch. A hawk a mile in the air can see a field mouse. From several hundred yards away a tiger can smell a bear that had passed many hours before.

   - Plants grow throughout their lives. Animals grow to a certain size and then stop growing. However, when full grown, the bodies of animals continue to replace worn-out cells and repair injured ones.

   1. Both plants and animals must have food to survive.
   2. Both plants and animals grow.
   3. All living things can move themselves.
   4. Both plants and animals respond to stimuli.

2. Ask students to underline the topic sentence in the paragraphs below.

   (Paragraph 1)

   > Television sports announcers are unwelcome intruders on the pleasure of the sports fan. Television has given us the privilege of watching right in our home, all the year round, the great sporting events of the world, the pure joy of watching great athletes in action. O. J Simpson, Tom Seaver, Jimmy Connors, Dr. J., Jack Nicklaus, or Dwight Stones don't need any help in providing good entertainment. The announcers do their best to spoil that entertainment with their ceaseless and foolish chatter. Howard Cosell, Jim McKay, Chris Schenkel, go home!

(Paragraph II)

First, park the car in the shade. Make sure the windows are closed tight. Then, using hose or pail, give the car a good dowsing. Use a soft sponge and plenty of soap suds to scrub every inch, making sure to get crevice and cranny as thoroughly as the flat surfaces. Hose or wash the car clean of the soap. Dry the car and get to work with cloth and wax on all the metal. Polish the wax into a shining gloss. Now you are ready for the inside, with clean cloths and vacuum cleaner or bush. Don't forget the deck behind the rear seat, the instrument panel, or the ash trays. Now you are ready for the windows, inside and out. More clean cloths, commercial glass cleaner, and plenty of elbow grease will do the job nicely. Cleaning the car is tough work, but when you stand back and look at the gleaming, glittering result, you know it was all worthwhile.

3. Ask the students to read the three paragraphs given below. The first sentences are missing from each one.

Find the beginning for each paragraph under Beginning Sentences below, and write the number of it on the first line.

Beginning Sentences

1. What is work as explained by science?
2. How does water completely disappear from a pan?
3. Can you tell how far you travel in a unit of time?
4. What keeps a candle burning?

____ If you know the rate at which you travel and the units of time during which you travel, you will know exactly how far you travel. Suppose a jet airliner flies from Boston to San Francisco at the rate of 600 miles an hour and the flight takes 5 hours. That means San Francisco is about 3000 miles from Boston.

____ When a candle is heated, the wax of the candle begins to melt. The liquid wax in the candle moves up through the wick toward the flame. As it gets close to the flame, the liquid wax becomes hotter. When it gets hot enough, this liquid changes into a gas. This serves as fuel for the candle.

____ Every time you lift food to your mouth, you are doing work. When you carry your books to school, you are doing work. The locomotive hauling freight cars is doing an enormous amount of work. A fly buzzing around a room is doing a tiny bit of work. Work is being done when anything is moved or is being moved.

CONTENT: Literal Comprehension: Main Idea

OBJECTIVE: The student will be able to locate facts, dates, and other details in his reading material.

SKILLS:
- Extracts facts, details, and dates from both oral and written selections
- Writes facts and pertinent details in paragraphs

ACTIVITIES

1. Give instructions to the class for performing some routine class activity. Be sure to include many unnecessary details. Follow-up with a discussion of what needed to be known and what was merely added detail.
   - Discuss general purpose of details, suggesting the need in literature, perhaps citing a paragraph from Poe.
   - Have students cite specific details from random selections in literature or social studies books.

2. Have students write a short paragraph describing an object of their choice. Ask students to exchange papers and circle the details used to develop the idea.

3. For the more advanced student, duplicate copies of the science or social studies sections of the ACT practice tests available in guidance offices and have them take these tests, which are geared to reading for detail.

4. Ask students to prepare a family folktale, an amusing ancedote, or even a joke that makes use of at least one date, a few facts, and some details.
   - As the students listen to the oral presentation, have them jot down facts, dates, details under appropriate columns on a sheet of paper.
   - Have them compare notes to see who cited the most details, facts, dates, etc., from the presentation.

5. Have students bring newspapers and magazines to school.
   - For a timed exercise, have students read random articles summarizing for 1) fact, 2) pertinent details, 3) dates that are essential to an understanding of the article.
   - Have students skim newspapers and/or magazines on a regular basis to encourage the use of locating techniques. This activity will require them to do quick outside reading and to practice skills at the same time.

6. As an on-going reading practice, you might wish to use a speed-reading or basal reading workbook for out-of-class practice. Be a Better Reader by Vila Smith (Englewood Cliffs, New Jersey: Prentice Hall, 1975) is very good for these and all reading skills.

7. Encourage students to practice finding facts, details, and dates by avoiding use of the board periodically and requiring that they take notes by listening.

8. Invite speech students to your class (or read a speech yourself) requiring that the students take brief notes on the gist of the speech.
   - Some students may wish to try to repeat the speech for their classmates using the outline from their jot list.

9. Have students write a persuasive essay, citing facts and including pertinent details to support those facts.

CONTENT: Literal Comprehension: Main Idea

OBJECTIVE: The student will select main idea in syntactically complex sentences.

SKILLS:
- Uses commas
- Uses conjunctions to show accurate relationships
- Varies sentence style
- Varies sentence structure
- Contributes to group discussion

ACTIVITIES

1. Assign students to small groups and have them rewrite the following short sentences, making them considerably longer and more detailed:

    a. We left the office at 5 o'clock. (Clues: Who are "we"? Destination? Condition of "we". After how long?)
    b. The bride and groom posed beside the wedding cake.
    c. The clown entered the circus tent.
    d. The hunters returned early.
    e. The cat stalked the bird.

2. Provide examples of long complex sentences from works of authors such as Henry James, William Faulkner, etc.

3. Have students condense these examples to a short concise sentence.

Reference: Carl Koch, James M. Brazil.
Strategies for Teaching the Composition Process.
Urbana, Illinois: NCTE Stock Number 47518, 1978.

CONTENT: Literal Comprehension: Establishing Sequence

OBJECTIVE: The student will learn to recognize the principal organizational patterns: chronological, spatial, expository, and climactic.

SKILLS:
- Studies examples of organization
- Uses organizational patterns in own written work

ACTIVITIES

1. Use the following chart to explain the organizational patterns found in formal discourse:

	Rhetorical Modes	Organizational Patterns
I.	Narration	Chronological Order 1. Beginning to end (history texts) 2. Reverse order (3rd, 2nd, 1st) 3. Flashback (climax first, then beginning-to-end)
II.	Description	Spatial Order Area to area; top to bottom; bottom to top; left to right; right to left; outside-inside, etc.
III.	Exposition	Expository Order 1. General to specific (deductive) 2. Specific to general (inductive) 3. Cause to effect-effect to cause
IV.	Argumentation	Climactic Order Order of importance, from least important to most important

2. Following the discussion of the principal organizational patterns, provide sample paragraphs of each type.

Chronological Order

Examples: History tells us that people have used tunnels since 2000 B.C. when the ancient Persians dug them to move water from one place to another. Later, in India and Egypt, people often buried their dead in tunnels. In the fifteenth century, fighting armies learned to dig tunnels under their enemies. Then they came out of the tunnels and took the enemy soldiers by surprise.

Expository Order

Today we build tunnels for several reasons. They let us go through mountains instead of over them, and under rivers instead of across them. Many tunnels are for cars, trucks, and trains. Others may take water to big cities. Under all big cities there are tunnels which contain electric lines, gas lines, telephone lines, and water pipes. Some cities also have subway tunnels.

Spatial Order

The Statue of Liberty is in the form of a tall woman dressed in long, flowing robes. She has escaped the chains of slavery, which lie at her feet. In her right hand she holds a burning torch, the symbol of freedom. On her head she wears a dull spiked crown.

3. Have students find examples of each organizational pattern in textbooks, newspaper articles, and magazines. Ask a few students to read their examples aloud to see whether their classmates can recognize the patterns. The teacher may make transparencies of the students' findings for the purpose of motivation.

4. Ask students to arrange the following short story in chronological order.

(1) In the shadow lay an outpost of some forty United States Marines. If it had been possible to approach them from any direction without encountering one of the sentries, one could have gone stumbling among sleeping men and men who sat waiting, their blankets tented over their heads.

( ) Finally he arrived at a point where he could see Dryden seated in the shadow, staring into the bushes ahead of him, his rifle ready on his knees. The Sergeant felt indecent at being able to creep up to the back of a G Company member on guard duty. Never mind, back at camp . . .(5)

( ) At three paces he hissed like a snake. Dryden gave no sign that he heard. At last the Sergeant was in a position to reach out and touch him on the arm. Instantly, a face, livid with terror, was turned to him. The Sergeant grabbed him by the wrist and furiously shook him. "Here! Pull yourself together, Dryden!" (9)

( ) The Sergeant slowed his pace as he came nearer and nearer to the cactus bush, casting its shadows of inky darkness. He did not wish to trifle with the feelings of the sentry. He was expecting a stern hail, and was ready with the immediate password to allay his fears. (7)

( ) But suddenly the Sergeant felt afraid. There was something wrong with Dryden! He remembered old tales of comrades creeping out to find a picket seated against a tree, perhaps upright enough, but stone dead. The Sergeant paused and gave the inscrutable back of the sentry a long stare. Dubious, he again moved forward.(8)

( ) After a long pause the Lieutenant murmured: "He's got too many nerves. I shouldn't have put him there." The Sergeant asked if he should crawl down and look into affairs at Dryden's post. The young officer nodded, and the Sergeant, cocking his rifle, went away on his hands and knees.(3)

( ) He was not made anxious by the fact that he could not as yet see Dryden, for he knew that the man would be hidden in a way practiced by sentry marines since the time when two men had been killed by a disease of excessive confidence on picket. Dryden was evidently a most proper sentry. (4)

( ) The Lieutenant, with his back to the tree, sat watching the Sergeant's progress for the few moments that he could see him moving from one shadow to another. Then the officer waited to hear Dryden's quick but low-voiced challenge. But time passed, and no sound came from the direction of the post behind the cactus bush. (6)

( ) Dryden paid no heed and pointed to the ground in front. "Don't you see 'em, Sergeant, ahead and a little to the right? Don't you see 'em? A regular skirmish line, see!" "Now," he answered soothingly. He understood now. Dryden was mad. (10)

( ) The Lieutenant in command of this outpost looked at his watch. He was uneasy. He searched out his sergeant who lay near him and he bent his face down and whispered: "Who's on post behind that big cactus?" "Dryden," rejoined the Sergeant under his breath. (2)

5. Have students to combine the following sets of sentences into five sentences. Then, have them use spatial order to arrange the sentences into a descriptive paragraph of the deserted house.

Set A

1. The walls are covered with thick cords of ivy.
2. The ivy has branched and extended.
3. The weathered frame of the house can scarcely be seen.

Set B

1. The path to the house is overgrown with tall grass.
2. Huge elms cluster around the house.
3. The trees shield the windows from sight.

Set C

1. The house seems to be cowering from view.
2. The house seems to be trying to settle into the earth.
3. The house seems to be trying to disappear behind a mask of verdant foliage.

Set D

1. There is a house at the end of our street.
2. The house is old.
3. The house has been vacant for many years.

Set E

1. The chimneys have been covered with ivy.
2. The chimneys are located at opposite ends of the house.
3. The ivy is a clinging blanket of green.

Possible solution:

> There is an old house at the end of our street that has been vacant for years. The path to the house is overgrown with tall grass, and huge trees cluster around the house, shielding the windows from sight. The walls are covered with thick cords of ivy that have branched and extended until the weathered frame of the house can scarcely be seen. Even the chimneys, located at opposite ends of the house, have been covered with a clinging blanket of green. It is as if the house were cowering from view, trying to settle into the earth and disappear behind a mask of verdant foliage.

6. Develop a paragraph consisting of five to eight sentences. Scramble the sentences and write them on the board. The following paragraph may serve as an example. Have students rearrange the sentences in logical order. Do not alter the wording in any of the sentences.

Sample paragraph (scrambled order):

FTD florists have on their symbol a picture of the god Hermes. To understand many of today's advertisements one must make a correlation between the advertisement and mythology. Therefore, to understand the advertisement, one needs to understand the characteristics of the Greek god. Hermes was the messenger god; and his qualities as a messenger were ones of speed and gracefulness. FTD florists are making the comparison with Hermes (Mercury is his Roman name) that their flowers will be delivered with all possible quickness and agility.

References: Boning, Richard A.,
Close Encounters,
New York: Barnell Loft, Ltd., 1980

Levy, Wilbert J.,
Paragraph Power.
New York: Amsco School Publications, Inc., 1977

Secondary English.
Cypress-Fairbanks Independent
School District, Houston, Texas, 1979

CONTENT: Literal Comprehension: Classification of Sentences

OBJECTIVE: The student will demonstrate an understanding of the relationship of punctuation to meaning.

SKILLS:
- Identifies patterns of sentence classification
- Distinguishes among sentences according to meaning (declarative, imperative, interrogative, exclamatory)
- Gains practice in sentence variety
- Classifies and builds sentences according to structure (simple, compound)

ACTIVITIES

1. For a quick impromptu exercise, ask students to define a sentence. The variety of responses will be interesting. Finally the class and teacher agree on a definition. Here is a possible definition. Is it a good one? "A sentence is an uninterrupted utterance that lies between silence and a terminal upward or downward voice pitch and, whether stated or implied, contains a subject and a message about that subject." Perhaps that's a bit exaggerated, but it's better for some students than "A sentence expresses a complete thought."

2. Explain that sentences may be classified in several ways: according to arrangement of content (periodic, loose, balanced), according to grammatical structure (simple, compound, complex, compound-complex), and according to meaning and purpose (declarative, interrogative, imperative, exclamatory). Provide definitions of the above classifications.

3. Help students gain practice in sentence variety. Reproduce the following exercise for drill.

> In this lesson you are given topics that you must include in sentences of different types and of different positions of importance. The first set is worked for you as an example.
>
> Dog
> 1. Subject of a declarative sentence: The dog ate the steak.
> 2. Subject of an interrogative sentence: Did the dog eat his supper?
> 3. Object in introductory phrase of a declarative sentence: On the dog she found some fleas.
>
> Car
> 4. Direct object in an imperative sentence: Park the car.

5. Subject in an exclamatory sentence: Wow, that car is super!

Picture
6. Verb in an interrogative sentence: Can you picture Bob in a play?
7. Direct object in an interrogative sentence: Have you found an appropriate picture?

Alarm
8. Direct object in an imperative sentence: Set the alarm.
9. Direct object of half of a compound sentence: He pulled the alarm, and in five minutes the firemen had put out the fire.
10. Verb in an interrogative sentence: Did the incident alarm your guests?

4. Have students find in their reading an expository paragraph in which an exclamatory sentence, a command, or a question is used effectively to vary the sentence patterns. Copy the paragraph on a sheet of paper and underline the sentence. The paragraphs will be passed around for everyone in the class to study. You may want to read the following example to your students to suggest the sort of paragraphs they are to look for:

> To learn to see is so important to an artist. And what a job trying to be an artist is! Sometimes you think you know a little, but when you are confronted with those messy tubes of paint, and that great bare canvas, you find you know nothing. -Dame Laura Knight, "A Sunset in your Hand."

5. After studying the four types of sentences classified according to meaning and purpose (declarative, imperative, interrogative, exclamatory), have students write four paragraphs using each of the four sentence types. Other experiments can include the four sentence patterns classified according to grammatical structure (simple, compound, complex, compound complex). This will provide more viable models for discussion than most textbooks.

6. The teacher should draw upon her knowledge of the students' talents in creating sentences to illustrate the assignment at hand.

References: Bergman, Floyd L.,
The English Teacher's Activities Handbook.
Boston: Allyn and Bacon, Inc., 1976.

Corbin, Richard K. and Poter, G.,
Guide to Modern English II.
Chicago: Scott, Foresman and Company, 1963.

CONTENT: Literal Comprehension: Relevant and Irrelevant Details

OBJECTIVE: The student will distinguish between relevant and irrelevant details.

SKILLS;
- Draws conclusion
- Contributes to oral discussion
- Writes a unified paragraph

ACTIVITIES

1. Give instructions to your class on a simple classroom procedure, adding many irrelevant details. Note the students' confusion, and follow up with a discussion.
    - What made the instructions confusing?
    - What was relevant to the task?
    - Have a student give directions again, stripping them of irrelevant details.

2. After completing the oral activity, the teacher might show students examples of paragraphs that have only relevant details. Examine each sentence to give students the opportunity to see why the sentences are relevant. Then show students examples of paragraphs containing irrelevant sentences. Let the students compare and discuss the differences.

3. Give students sets of data that can be put into sentences. The sentences can then be organized to form a paragraph. Each of the following sets contains one piece of data that might make the paragraph lose its unity. Have students identify the irrelevant piece of data.

    Example:

    A. For a paragraph that gives advice on going for a job interview, discuss:

        1. Importance of dressing correctly
        2. Speaking clearly
        3. Being on time for an appointment
        4. Working conditions in other countries

B. For a paragraph on choosing a college, discuss:

1. Cost of tuition, room, etc.
2. The rise of tuition costs between 1950 and 1970
3. Distance from home
4. Course offerings in field of interest

5. Have the student select a subject to describe. Before the student begins the paragraph, he should make a list of the details he plans to use. He should not begin writing the paragraph until he has closely examined each detail to make certain it contributes to the impression he intends to create. After writing the paragraph, the student should exchange his paper with another student to check the unity of the details.

Reference: Loban, Walter,
Grammar and Writing.
New York: Collier Macmillan Publishers, 1981.

INTERPRETIVE COMPREHENSION

RELATIONSHIPS

- Analogies
- Cause and effect
- Comparison and contrast

INFERENCES

- Setting, mood, or characterization
- Conclusions, generalizations, and outcomes
- Theme
- Foreshadowing

FIGURATIVE LANGUAGE

SPECIAL USE OF LANGUAGE

- Onomatopoeia
- Alliteration
- Assonance
- Rhyme and meter
- Dialects, colloquialisms, and idioms
- Satire
- Irony

TYPES OF LITERATURE

- Prose
- Poetry

CONTENT: Interpretive Comprehension: Interpreting Analogies

OBJECTIVE: The student will learn to analyze and to use analogies to clarify meaning.

SKILLS:
- Defines words through analogies
- Analyzes analogies
- Creates analogies

ACTIVITIES

1. Begin the discussion on analogies by defining the term and explaining a few simple examples.

   Examples:

   a. A lamb is to a ewe as a _______ is to a bear. (a cub)

   b. Quiet is to noise as _______ is to ________
      (a) darkness: night
      (b) darkness: light
      (e) sun: day
      (darkness: light)

   c. Alpha is to Omega as A is to ____________.(Z)

2. Help students see how an analogy forces one to see a relationship between two objects repeated between another two objects. Through the comparison of objects, one can receive a clearer meaning of a word or an expression. Have students practice defining words with the following examples:

   a. A hen is to a rooster as a ewe is to a ______________.

   b. An artist is to a canvas as a writer is to ___________.

   c. A maple tree is to leaves as a pine tree is to ______.

   d. Gravy is to meat as ___________ is to salad.

   e. Ford is to automobiles as _________ is to television sets.

   f. Knew is to new as real is to _________.

3. Have students create their own analogies by completing the following. There are no right answers.

   a. Love is to hate as ____________________________.

   b. Loyalty is to friendship as ___________________.

   c. A stage is to an actor as _____________________.

   d. Life is to death as ___________________________.

   e. Pessimism is to failure as ____________________.

   f. A poem is to a novel as a _____________________.

4. Students may find examples of literal and figurative analogies in speeches made by famous people and in speeches made by characters in famous plays.

5. Examples can also be found in the following selections: "The Whistle" by Ben Franklin, "Upon a Spider Catching a Fly," and Macbeth.

SUGGESTED MATERIALS:

Baron - How to Study for SAT
Wordpak
Vocabulary for College Bound Students
Junior English Review Exercises

Reference: Berbrich, Joan D.,
Writing Logically.
New York: Amsco School Publications, Inc., 1978

CONTENT: Interpretive Comprehension: Analogies

OBJECTIVE: The student will recognize analogous relationships of words.

SKILL: - Uses analogies to extend word knowledge

ACTIVITIES

Reproduce the following explanation and word list on ditto or write on the board.

> Many words are related to one another in some way. Some relationships that appear frequently are the following:
>
> word:synonym
> word:antonym
> whole:part
> cause:effect
> object:purpose
> raw material:product
> individual:group
> noun:adjective
> single:plural
> male:female

1. For the following list, circle the letter that corresponds to the pair whose relationship most closely parallels the relationship between the first two words:

   1. Mick Jagger:Rolling Stones
      A. Romeo:Juliet
      B. Barry Gibb:Bee Gees
      C. Muppets:Miss Piggy
      D. pencil:pen

   2. like:love::
      A. warm:hot
      B. hot:cold
      C. in:out
      D. red:blue

   3. scissors:cut::
      A. pocket:shirt
      B. pot:pan
      C. refrigerator:kitchen
      D. car:drive

   4. cotton:shirt::
      A. ink:pen
      B. leather:shoes
      C. wool:sheep
      D. shoes:socks

   5. ox:oxen::
      A. mother:baby
      B. duck:ducks
      C. mice:mouse
      D. caterpillar:butterfly

6. pages:book::
   A. flowers:bouquet B. blankets:pillow
   C. socks:shoes D. rain:wind

7. dribble:basketball::
   A. hit:bunt B. catch:throw
   C. baseball:home run D. pass:football

8. Superman:Lois Lane::
   A. Superman:Jimmy B. Robin:Batman
   C. Mork:Mindy D. Laverne:Shirley

9. odd:even::
   A. door:window B. joy:sorrow
   C. knife:fork D. cool:chilly

10. gold medal:Olympics
   A. Emmy:Oscar B. movie:star
   C. Oscar:Academy Awards D. sport:athlete

2. Think how the circled words are related. Find a word in the WORD BOX that will be related to the underlined word in the same way. There are more words in the WORD BOX than you will need. Write the one that fits best.

1. Example is to illustration as design is to ____________________.
2. Wink is to gesture as airport is to ____________________.
3. Parson is to congregation as conductor is to ____________________.
4. Increase is to diminish as affirm is to ____________________.
5. Cure is to medicine as transport is to ____________________.
6. Whir is to propeller as oscillate is to ____________________.
7. Apparatus is to scientist as publication is to ____________________.
8. Groomed is to disheveled as eager is to ____________________.
9. Hamper is to hinder as smother is to ____________________.
10. Flushed is to florid as sheer is to ____________________.

WORD BOX

remote
pendulum
orchestra
agree
reluctant
terminal
stifle
editor
pattern
contradict
transparent
noise
carry

CONTENT: Interpretive Comprehension: Perceives Relationships

OBJECTIVE: The student will recognize and analyze cause and effect relationships.

SKILLS:

- Infers relationships without benefit of clue words
- Writes essay utilizing the cause and effect relationship
- Uses library skills to research facts
- Contributes to group discussion
- Analyzes relationships in order to determine type

ACTIVITIES

1. Begin the discussion of cause and effect relationships by conducting in class any simple experiment such as blowing out a lighted candle. Repeat the experiment to illustrate the idea that the effect can be predicted with certainty. The students learn to recognize a cause and effect relationship on a very basic level.

2. Broaden the concept of a cause and effect relationship for students by presenting to them a topic for oral class discussion for example, the causes of the American Civil War, the causes of the French Revolution or even some very contemporary local incident. Emphasize the uncontrollable aspects of cause and effect relationships in the areas of people and events to illustrate that in some situations an effect cannot be predicted with certainty.

3. Have students read selected examples of writing which utilizes the cause and effect relationship. Good examples can be found in The Writer's Handbook, John Karls, Ronald Szymanski, Laidlaw Brothers, Publishers.

4. Pure composition: As a pure composition exercise for the five paragraph thesis controlled essay or a process essay, have students select an approved topic such as environmental impact, nuclear buildup, or abolishing the 55 mph law. Direct students to gather facts and predict a probable result or effect. In the composition, the student may choose to place major emphasis either on the cause or the effect.

5. Inference - By omitting words and phrases such as *because*, *as a result*, *since*, and *therefore* the relationship of cause and effect is left unstated. The reader must infer the relationship.

Example:

James lost his chemistry notebook yesterday.
Today he did poorly on a chemistry test.

6. Following Activities 1, 2, 3, and 5, for twelfth grade English literature, have students illustrate their understanding of the cause and effect relationship by writing an essay on topics such as "Puritanism as an Outgrowth of Humanism in the Elizabethan Age," "The Effects of the French Revolution on (selected) British Writers." This activity can be done as an essay test question, a formal essay, or a research paper.

Reference: John Karls, Ronald Szymanski,
The Writer's Handbook.
River Forest, Illinois: Laidlaw Brothers, Publishers, 1975.

CONTENT: Interpretive Comprehension: Perceiving Relationships

OBJECTIVE: The student will relate what is read to himself and past experiences.

SKILLS:
- Interprets short poems and stories
- Shares experiences which relate to the reading material
- Writes about experiences that are similar to those in the reading

ACTIVITIES

1. During the poetry unit, have the student bring to class poems or quotations from poems, and discuss their meaning and how they relate to the student's own personal experiences.

2. Toward the end of the poetry unit, have the student select a poem or quotation from a poem that has much meaning to him--one that states an idea about which he feels very deeply.

   Examples:

   (1) "Home is the place where, when you have to go there, they have to take you in."

   (2) "This above all: to thine own self be true, and it must follow, as the night the day, Thou canst not then be false to any man." (William Shakespeare, Polonius' advice to Laertes)
   Have student write about his own experiences to illustrate this truth.

3. Have the student read an essay or a short story with which he should be able to identify. Discuss the ideas the writing expresses or the experiences of the characters. Have the student write about similar ideas or experiences of his own. Short stories that would be suitable include "The Scarlet Ibis" by James Hurst, and "An Underground Episode" by Edmund Ware. William Allen White's biographical essay "Mary White" may also be used.

CONTENT: Interpretive Comprehension: Comparison and Contrast

OBJECTIVE: The student will detect relationships through comparison and contrast.

SKILLS:
- Categorizes similarities and differences
- Writes a topic sentence
- Develops a paragraph using comparison and contrast
- Participates in oral discussion

ACTIVITIES

1. Explain the meanings of the words comparison and contrast. Have students orally compare and contrast two related yet different things from their own current observation, or the teacher may provide two similar but different objects for comparing and contrasting. An apple and a pear would serve the purpose quite well. On one side of the chalkboard, make a list of the similarities; on the other side, list the differences.

2. After reading a selection such as a story, play, or novel, have the student select two characters, situations, or conflicts; have him/her make two lists--one of the similarities and one of the differences. For example, students might compare and contrast Dunstan and Godfrey in Silas Marner or compare and contrast the Silas Marner of Raveloe and Silas Marner of Lantern Yard.

3. After having students outline the similarities and differences, have them write three paragraphs. The first paragraph will be a discussion of the similarities; the second, the differences; the third, both the similarities and differences. The third paragraph offers the opportunity to reinforce using complex sentences.

4. The teacher might also provide topics or topic sentences for paragraphs which use comparison and/or contrast as a means of development.

   Examples:

   a. Death is like sleep.
   b. Two of my friends are very much alike.
   c. Girl talk differs from boy talk.
   d. This English class differs from last year's.

CONTENT: Interpretive Comprehension: Inferences, Mood

OBJECTIVE: Students will improve interpretive reading skills through development of a better understanding of mood.

SKILL: - Detects inferences of mood

ACTIVITIES

1. Mood is related to the feeling one has after reading a story or a poem.

2. Read a short story to the students. Hand out a checklist with these directions:

   A. Circle the way you feel about what happened in the story:

      happy
      sad
      satisfied
      upset
      angry
      amused
      other:

   B. How do you feel about the main character?

      like
      dislike
      hate
      love
      neutral
      sympathetic
      other:

3. Use sounds to portray moods:

   A. Ask several students to walk across the room in different ways. Ask the class to close their eyes as they listen to different types of walking. Then have them write down the the feeling they had listening to the walking or to write down the way they thought the walker felt. Compare and contrast the results, stressing the clues that revealed the walker's mood.

B. Do the same kind of thing with a knock on the door.

C. Use music for same kind of activity.

The following are some suggested literary works that maybe used with this activity:

"The Phone Call"
"The Lonesome Place"
"Sorry, Wrong Number"

The selections can be found in Nova, the Signal Series by Scott, Foresman and Company.

The "Fall of the House of Usher" by Poe can also be used effectively.

Reference: Badaczewski, Dennis and Rodriguez, R. J.,
A Guidebook for Teaching Literature
Dallas: Allyn and Bacon, Inc., 1964.

CONTENT: Interpretive Comprehension: Drawing Conclusions and Predicting Outcomes

OBJECTIVE: The student will use stated information to arrive at implied conclusion.

SKILLS:
- Infers characterization and setting
- Draws conclusions

ACTIVITIES

1. These suggested activities help students to understand how much information they acquire from inferences. To demonstrate this, begin with a series of pictures. Use the literature book or draw from a picture file. Ask the students such questions as:

    1. When did this happen (period in history)?
    2. Where did it happen?
    3. What will happen next?
    4. What is the mood depicted? (happy, sad, threatening)
    5. What can you guess about the characters?

2. Then present a series of short descriptions and a list of characters that might be described.

    Example:

    Read each story and decide who it is about. Choose your answer from the list below and write it on the line at the end of the story.

    sportsman
    potter
    cowboys
    hunter
    Pilgrims
    Eskimo
    farmers
    explorers

    He waited and waited for the animal to come. Even though he was afraid he held his arrows in his hand. hunter

    He slept warmly even though the wind was cold. His sealskin covers kept out the cold. Eskimo

    They waited and waited for the sap to run. At last the weather changed and the pails began to fill. farmers

They rode all day long and finally stopped. The horses were tired and the men were thirsty and hungry. cowboy

3. Select a short story or poem in the literature text that provides more opportunity to draw conclusions from inferences. For example, you could ask the class to read the first three paragraphs of "The Torn Invitation" by Norman Katkov and from the information given, draw conclusions about the kind of boy Harry is and about the kind of neighborhood in which he lives.

   Using this same story practice predicting outcomes by stopping the reading at the point where Frankie tries to get Harry to go to the movie. Ask the class, "What will happen now?" "Will Harry's mother go to the open house?" "Will you hate Harry or feel sorry for him by the end of the story?" (These techniques can be applied to the short stories in the current student text, also.)

The following are some suggested works to use for drawing inferences:

"The Interlopers" in Exploring Life Through Literature (Scott, Foresman)
"Macbeth"
Edgar Allen Poe stories

4. This activity could also be used with the graphic arts, applying the first exercise to a painting or photograph.

Reference: Sheldon, William D.
Open Gates Workbook.
Dallas: Allyn and Bacon, Inc., 1964

CONTENT: Interpretive Comprehension: Foreshadowing

OBJECTIVE: The student will recognize the author's use of foreshadowing to create interest and suspense.

SKILL: - Recognizes foreshadowing

ACTIVITIES

1. Open the discussion on foreshadowing by asking the class if they can recall a TV program whose music indicated something bad was going to happen before the characters were aware of it. Then ask if they can recall a phrase or a sentence in a story that gave a clue of what was going to happen next. Write several examples on the board.

   Ex: 1. I had it planned so perfectly nothing could go wrong, I thought. I should have known better.

   2. Little did I know that letter would change my life.

2. Pick a selection from the literature book which has heavy, obvious foreshadowing early in the story. "The Most Dangerous Game" by Richard Connell is a good example. Both the mention of the dread Ship-Trap Island and Rainsford's statement, "Luckily, you and I are hunters," foretell events to come.

3. Read the first part of the story aloud to the class, stopping at the point where Whitney decides to retire for the night. Discuss the foreshadowing and let the students speculate on what is going to happen.

4. Other good examples are the following: "The Monkey's Paw," "The Scarlet Ibis," "The Interlopers," Beowulf, A Tale of Two Cities, "The Fall of the House of Usher," "The Pardoner's Tale," "Out, Out . . .," and "Button, Button."

CONTENT: Interpretive Comprehension: Figurative Language

OBJECTIVE: The student will be able to identify figurative language and literary devices and write an original poem or prose selection using such elements.

SKILLS:

- Identifies and discusses figurative language and literary devices in poetry and prose: simile, metaphor, personification, hyperbole, apostrophe, metonymy, oxymoron, synecdoche, onomatopoeia, alliteration, assonance
- Discusses the effect of figurative language and literary devices in prose and poetry
- Writes a poem or short prose selection which contains figurative language and literary devices
- Reads examples of figures of speech selected from materials chosen by the instructor
- Discusses the implied meanings which are presented through the use of figurative language

ACTIVITIES

1. Select a representative group of short prose and poetic writings which contain figures of speech and/or figurative devices. Sources can be textbooks, magazines, newspaper/magazine ads, and others.

Example of selections:

"Rip Van Winkle" by Washington Irving
(synecdoche)

"The Dance" by William Carlos Williams
(metonymy, synecdoche, simile, metaphor)

"The Raven" by Edgar Allan Poe
(assonance, alliteration)

"Annabel Lee" by Poe
(hyperbole)

"The Last Leaf" by Oliver Wendell Holmes
(metaphor, simile)

"Jazz Fantasia" by Carl Sandburg
(onomatopoeia)

"The Masque of the Red Death" by Poe
(personification, alliteration, simile)

Commercial ads: 1. "Everything's better with Blue Bonnet on it!"

2. "Fly the friendly skies of United."

3. "Let your fingers do the walking."

2. After listing, explaining, and giving examples of the various kinds of figurative language to be covered, have students read orally short selected writings or passages utilizing figurative language.

3. Identify examples of figures of speech and figurative devices found in the selections. Direct group discussion to their implied meanings.

Discuss the following:

Oxymoron is the blending of two contradictory terms, a phrase that seems stupid at first, then turns out to be quite sharp.

Example: "to make haste slowly" -- sometimes you have to slow down in order to hurry.

Ask students to explain the oxymoron in Juliet's statement to Romeo: "Parting is such sweet sorrow," or "Cold, comfortable waters" from "The Open Boat."

Have students identify and explain examples of oxymoron in Juliet's lines.

> Beautiful tyrant, fiend angelical!
> Dove-feather'd raven, wolvish-rav'ning lamb!
> Despised substance of divinest show!
> Just opposite to what thou justly seem'st,
> A damned saint, an honorable villain!

Metonymy comes from the Greek word, metonymia, meaning "substitute naming." If two objects are closely associated, one may take on the attributes of the other.

Example: "The chair recognizes Mr. Grant." It is obvious that a chair cannot recognize anyone. The concepts, chair and presiding officer, have taken on similar attributes and are used interchangeably.

4. At this point, you might wish to have the students write simple examples of each device, sharing them with the class, and discussing further, if necessary.

Discuss the following examples with students and ask them to supply other examples of metonymy.

a. The White House gave the final order.

b. She likes her drinks served on the rocks.

c. I prefer a man of the cloth on my team.

5. Have students write a short paragraph or poem using one or more figures of speech and/or figurative devices.

6. On the first draft, have students underline or identify which types of figurative language have been used.

7. After revisions and re-writing by students, evaluate papers and select the best ones as models for further reinforcement of figurative language.

References: Berbrich, Joan D.,
Writing Creatively,
New York: Amsco School Publications, Inc., 1977.

Haider, Normal L.,
Writing About Writing,
Morristown: Silver Burdett, 1973.
(Chapter 5 "Writing About Poetry")

CONTENT: Interpretive Comprehension: Figurative Language

OBJECTIVE: The student will be introduced to definitions of various figurative or literary devices and will be asked to find examples in stories.

SKILLS:
- Simile
- Metaphor
- Personification
- Hyperbole
- Onomatopoeia
- Alliteration

ACTIVITIES

1. As students begin to study literature, many new literary definitions are introduced. To help students distinguish between the terms, ask them to write a four line verse about the meaning of any literary term.

   The following are examples:

   Simile

   I always say just what I mean
   I always compare two things.
   My gunmen are the words like and as
   They shoot a sentence with great pizazz.

   Personification

   I am a phrase
   That gives life to lifeless things,
   For example, have you heard
   That mountains are kings?

2. After reading the short story "The Ransom of Red Chief" by O. Henry or another short story, identify the following figurative devices. Similar examples may be found in other selections.

   simile
   metaphor
   personification
   hyperbole
   onomatopoeia
   alliteration

   1. There was a town down there as flat as a flannel cake.
   2. He was a boy of ten with hair the color of the cover of the magazine you buy at the newsstand.
   3. The boy put up a fight like a welter weight cinnamon bear.
   4. He was a pesky redskin.
   5. They were screams as women emit when they see ghosts or caterpillars.
   6. I caught that boy and shook him until his freckles rattled.
   7. I was up in the tree as well hidden as a tree toad waiting for the messenger.
   8. One more night of this kid will send me to a bed in Bedlam.
   9. The ransom note spoke the message of two desperate men.
   10. The rock whisked by his ear.
   11. In ten minutes I shall cross the Central, Southern, and Middle Western States and be legging it trippingly for the Canadian border.
   12. Old man Dorset that day demanded and dictated how the ransom should be paid.
   13. Sam expected the town of Summit to rise up in arms over the dastardly kidnapping.
   14. The sling whirred around his head.
   15. It looked like a good thing to stage a kidnapping in the small, sleepy Southern town.

3. Popular songs also offer examples of figurative language. Frequently the words to songs are printed on album covers.

4. Have the students pick an inanimate object and write a short description of how it might feel if it suddenly became human, using the personal point of view perhaps.

5. Have the students pretend they are greeting card writers. Write an appropriate metaphor for a special occasion (e.g., graduation, marriage, birthday).

6. Write a paragraph about a personal experience using hyperbole to describe it.

CONTENT: Interpretive Comprehension: Alliteration

OBJECTIVE: The student recognizes the use of alliteration in literature and its contribution to both sound and meaning.

SKILLS:

- Recognizes the use of alliteration
- Uses sentence manipulation
- Recognizes the use of assonance

ACTIVITIES

1. Assign a letter of the alphabet to each class member. Each student must write a sentence in which five words begin with the same sound.

   Example: She wears grim grey gloves and a gossamer gown.

   Good sentences and accompanying illustrations can be enlarged for a bulletin board.

2. When this introduction to alliteration has been completed, you are ready to discuss not only the form (repetition of beginning consonant sounds) but also the purpose of using alliteration in literature. The filmstrip, Elements of Style, by Tom Klise could be used with the introduction.

   Begin by listing on the chalkboard all the proper names the class can recall that have the same beginning sound.

   Marilyn Monroe
   Helen Hayes
   Mary Tyler Moore

Discuss the reasons for selecting stage names that repeat sounds (easy to remember; pleasant sound). Now present, or have the students locate in magazines, names of commercial products or advertising slogans that capitalize on this pleasant sound.

Coca-cola
No-Nonsense Panty Hose
Diet Delight Peaches
Join the Wet, Wet World of Lip Quencher

3. Select a poem with examples of alliteration: "Sea-Fever" by Masefield, "Annabel Lee" by Poe, "Rime of the Ancient Mariner" and "Kubla Khan" by Coleridge are good selections. After reading the poem aloud with the class select examples of alliteration. Point out how the sound repetition along with the rhythm and rhyme contributes to the musical effect of the poem.

   Except for the first step, this exercise can also be used to introduce assonance or the repetition of vowel sounds.

4. Using popular music, have the students give examples of alliteration from the lyrics of songs.

5. Tongue twisters also offer examples of alliteration. Suggest that the students bring some to class, asking them to be able to say at least one for the class. You might also assign tongue twisters to your more outgoing students to "present" to the class.

References: Berbrich, Joan D.
Writing Creatively,
Amsco School Publications, Inc., 1977.

CONTENT: Interpretive Comprehension: Apostrophe, Theme

OBJECTIVE: The student will demonstrate an understanding of apostrophe and theme in a poem (song).

SKILLS:
- Reads poetry for meaning
- Recognizes an apostrophe
- Infers theme
- Enlarges vocabulary: amber, pilgrim, impassioned, stress, thoroughfare, alabaster
- Writes expository paragraphs

ACTIVITIES

1. Apostrophe, in poetry, is a figure of speech in which an absent person, an abstract concept, or an inanimate object is addressed directly. The song "America, the Beautiful" is an apostrophe. "To His Excellency, General Washington" by Phillis Wheatley, "O Captain, My Captain" by Walt Whitman, and "To A Waterfowl" by William C. Bryant are also good examples.

2. Explain to students the characteristics of a statement of theme-- (1) must be a complete sentence, (2) must deal with a human condition, (3) must be a universal idea, (4) must not be didactic. Explain to students that arriving at a statement of theme involves several steps. First, they must read the story or selection, understanding the stages of development. Second, they should look for a pattern--repeated actions, words, ideas, events, etc. Third, they need to look for a relationship among the selection's title, outcome, and repetitions. Fourth, they must determine what human condition the author is mentioning and what the author is saying about the human condition. Fifth, they must state the author's attitude--universal theme--in one sentence. In order to fully understand theme, the student must be constantly aware of mood and tone and of the dependence of both on the situation, setting, diction, images, symbols, dialogue, and sentence structure and length. Also, he must learn to recognize the different points of view: first person, omniscient, limited omniscient, and objective.

3. Assign the class to read the poem "Reluctance" and the story "A Rose for Emily." In a discussion, lead the students through the first four steps for arriving at theme; then, for a daily grade, have the students to write the fifth step--the universal theme--in class during a specified number of minutes. During each discussion, the student should take notes on the specific steps and recognize the selection's mood and tone.

4. Read "America, the Beautiful" as a poem. Use punctuation marks to help determine meaning. What do you think the theme of "America, the Beautiful" is?

"America, The Beautiful"

O beautiful for spacious skies,
For amber waves of grain.
For purple mountain majesties
Above the fruited plain!
America! America!
God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea!

O beautiful for pilgrim feet,
Whose stern, impassioned stress
A thoroughfare for freedom beat
Across the wilderness!
America! America!
God mend thine every flaw,
Confirm thy soul in self-control,
And liberty in law!

O beautiful for heroes proved
In liberating strife,
Who more than self their country loved,
And mercy more than life!
America! America!
May God thy gold refine,
Till all success be nobleness
And every gain divine!

O beautiful for patriot dream
That sees beyond the years
Thine alabaster cities gleam
Undimmed by human tears!
America! America!
God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea!

5. Define the following words as they are used in this poem, using context clues.

amber
thoroughfare

stress
impassioned

pilgrim
alabaster

6. Write a paragraph explaining the "patriot's dream" for America's future.

Reference: Levy, Wilbert J.
Poems: American Themes,
New York: Amsco School Publications, Inc., 1979

CONTENT: Interpretive Comprehension: Irony

OBJECTIVE: Understands the use of language to achieve a special purpose.

SKILL: - Recognizes and uses irony, allusion, sarcasm, and jargon

ACTIVITIES

1. Below is a list of words that identify elements of style often used by writers or their characters to communicate their meanings, each preceded by an identifying letter. Below those words are numbered sentences, each of which is a good example of one of those style elements. Decide which word is appropriate for each sentence, and write its letter in the blank before the sentence.

A. Allusion B. Jargon C. Irony D. Sarcasm

_____1. "We'll trap their guard to the inside and bust the tail back through the number five hole," said the quarterback.

_____2. After seeing Paul perform in the game, his sister said, "I"ll say there's a place for you in sports - on the bench!"

_____3. Karen Williams, the Sherlock Holmes of Hasbrouck High, was called in to the principal's office when the school's basketball trophy mysteriously disappeared.

_____4. "We'll lie low while the heat's on," said the thief, "and fence the ice later."

_____5. Joe was having a great time teaching the new girl next door how to throw a fast curve until his sister told him the new girl had won an award as the star pitcher of all Florida high schools the year before.

_____6. After Gerry got lost twice trying to follow Hugh's very clear map, his father said, "You'd make a great navigator."

2. Read each statement below. If you think the sentence implies something quite different from what is actually stated, place a check on the line.

_____1. The builder was so clever he didn't omit a single mistake in the new house.

_____2. Even though we had the heaviest rain of the year, our basement didn't flood.

_____3. Over the Labor Day weekend, the park was crowded with picnickers.

_____4. Showing his usual sunny, cheerful disposition, Joe snarled at everyone he met.

_____5. As fast as we raked the leaves into piles, the wind scattered them all over again.

_____6. The minute the policeman heard the wail of the siren, he stopped all traffic.

_____7. After trying hard all season, switch hitter Will Adams finally broke the record for the most strike-outs in one year.

_____8. Sarah is such a good nurse that her patients are always grateful.

_____9. I'm sure Aunt Martha would listen politely to anyone who could get a word in edgewise.

____10. The November day was so mild we all carried our coats as we walked home from school.

____11. Dan is so well coordinated he looks like an elephant crossing a rocky stream.

____12. Our team seems determined to keep its string of glorious defeats unbroken.

3. Read each statement. Decide whether it is an exaggeration or irony. Write E for exaggeration or I for irony on the line beside each sentence.

_____1. My oldest sister has more lipstick than anyone else in the whole world.

_____2. These scissors are as sharp as the brim on an old felt hat.

_____3. Now that the car is fixed, it would probably work fine if only it would start.

_____4. If Tim keeps putting on weight, we'll have to start calling him Skinny.

_____5. Mother said, "I must have ironed at least a thousand shirts yesterday."

CONTENT: Interpretive Comprehension: Satire, Irony

OBJECTIVE: The student will write an original satiric essay (paragraph or longer theme) after a unit on satire has been effectively covered.

SKILLS:
- Identifies all elements of satire
- Reads various satiric selections
- Discusses impressions or reactions
- Writes original selection

ACTIVITIES

1. Present and discuss examples of familiar caricatures and cartoons from contemporary magazines or newspapers. Explain that caricatures and cartoons are examples of satire.

   Examples: Caricature of the president and of other national and international leaders
   Political cartoons

3. Define satire and discuss its elements, purposes, characteristics, targets, vehicles, classifications, devices and conventions (irony, parody, lampoon, caricature, understatement, and others). Use transparencies or hand-outs for more effective presentation.

4. Present and discuss short models and examples of satirical devices and conventions, and have students identify the targets of satire.

   Examples: Fable--"The Owl Who Was God"
   "The Fox and the Grapes"

   Record--Cheech and Chong

   Poem--"Ozymandias"
   "Griffy the Cooper"
   "We Real Cool"
   "The Purist"
   "The Rape of the Lock"
   Comic strips--"Doonesbury"

   TV Series or Shows--Soap, Saturday Night Live, M*A*S*H, etc.

Drama - "The Sandbox" by Edward Albee

Essay - "A Receipt to Make a New England Funeral Elegy"

Short Story - "The Celebrated Jumping Frog of Calaveras County"

5. Read and discuss with students longer satiric selections.
6. Read and discuss the following examples of parody:

Example: "A Modest Proposal"

"The Raven"----------------If Poe's "THE RAVEN" Were Written By Joyce Kilmer

I think that I shall never hear
A raven who is more sincere
Than that one tapping at my door
Who's ever saying, "Nevermore";
A raven who repeats his words
Until I think I'm for the birds;
A raven who, I must assume,
Will dirty up my living-room;
A raven fond of bugs and worms
With whom I'm on the best of terms;
Let other poets praise a tree--
A raven's good enough for me!

"Casey at the Bat"-----If Thayer's "Casey At the Bat" were written by Edgar Allen Poe

Once upon a final inning, with the other ball-team winning,
And my Mudville teammates trailing by a score of 2 to 4,
With two outs, my fate it beckoned, for with men on third and second,
I could win the game, I reckoned, or at least tie up the score!
Crazed, I was, that final inning, just to win or tie the score--
Only that, and nothing more!

Ghastly, gaunt and grim I stood there, gripping my great bat of wood there;
In my brain dark, ugly demons danced a dirge from days of yore;
Then the fast-ball came by flying, and, inside, my soul was dying
As I heard the umpire crying words from baseball's ancient lore:
"Strike one!" were the words he hollered, out of baseball's ancient lore;
Just "Strike one!" and nothing more!

Once again I stood there quaking, while a curve-ball whizzed by, breaking;
How I wished that awful aching in my soul I could ignore!
But, alas, my fear grew colder, and the bat stayed on my shoulder,
While the ump, his voice now bolder, called out "Strike two!" with a roar!
Wretched was the dread within me as I heard his awful roar:
Just "Strike two!" and nothing more!

7. Have students bring to class or draw a visual example of satire (caricature, cartoon, comic strip).

   Example: Several may be obtained from Mad Magazine.

8. Have students write a satiric essay (parody) of a familiar genre.

Write your own parody

Parody is satire that makes fun of a particular literary style or work through imitation and exaggeration. Parody usually imparts a completely opposite message from the one intended in the original work. Parodies of idyllic and romantic pieces, for example, are cynical or humorous in message and tone.

Below are twenty-one familiar targets for satire. Choose a topic or two that interest you, and find (or write yourself) a "straight" example of such writing. Then write a parody that mimics and exaggerates the tone, style, subject, and word choices of the original work. You'll find that parodies are fun to write, and entertaining to read aloud.

1. advertisements--for cosmetics, house-cleaning products, judo-karate lessons, etc.
2. a horoscope column
4. an etiquette advice column
5. a society gossip column
6. a Hollywood fan magazine article
7. a True Confessions article
8. a man's magazine hunting story
9. a movie review
10. a weather report
11. a TV cooking demonstration program
12. a sportscaster's broadcast
13. a coach's pep talk
14. a political speech of a school or government office seeker
15. a door-to-door salesman's pitch
16. a pedantic teacher's lecture
17. a verbose scientist's research paper
18. a pompous sermon
19. romantic/sentimental song lyrics
20. a scene from a novel you dislike
21. a eulogy

8. Let students exchange papers and discuss the targets of satire found in the selections.

References: The Last Laugh--book found in "Satire:
The Last Laugh," a Campus minicourse,
by Scholastic Magazines

Mad Magazine 1980 by E. C. Publications, Inc.

Set of transparencies entitled "A Focus on
Satire," by Dorothy Chandler and Gloria
Erwin, a 3M Instructional Unit

CONTENT: Interpretive Comprehension: The Novel

OBJECTIVE: The student will read a novel and will compose a verbal and a non-verbal interpretation of some aspect of the novel.

SKILLS:
- Interprets theme, character motives, mood, and setting to situation
- Analyzes plot structure
- Draws conclusions and makes generalizations
- Writes interpretive paragraphs

ACTIVITIES

1. Have students select a novel to read. After the students complete their reading assignments, ask each to choose one aspect on which to report (plot, theme, setting, or characterization).

2. Have students discuss the selected element in a brief paragraph. Then ask them to list from six to twenty items that could be used to illustrate this aspect of the novel.

3. Have students search through magazines for illustrations of the listed items which will, when coordinated with other items, present an effective interpretation of the element of the novel they have chosen.

4. Have students cut out the illustrations, arrange them tastefully (keeping in mind color and balance), and glue them to a cardboard poster. The illustrations should completely cover the poster creating a collage which effectively interprets the novel's plot, theme, setting, or characterization.

5. Suggested novels are Silas Marner, Bridge of San Luis Rey, To Kill A Mockingbird, and Frankenstein.

CONTENT: Interpretive Comprehension: Drama

OBJECTIVE: The student will recognize, comprehend, and take pleasure in drama.

SKILLS:
- Comprehends drama
- Engages in creative dramatics
- Organizes original material for composition
- Writes a multi-paragraph theme

ACTIVITIES

1. As a starting point for the teaching of drama, engage students in creative dramatics, such as improvisations. The pages from A Student-Centered Language Arts Curriculum by James Moffett suggest many materials, ideas, and procedures. Additional references are listed. Selected television shows can offer inspiration for parodies.

2. Involve students in a brief class discussion about the essence of drama. The leading question might be: "What makes a drama?" or "What is dramatic?" Use this brief discussion as motivation to lead into a formal presentation of the characteristics of drama. A teacher lecture with transparencies or a filmstrip about the nature of drama would be appropriate.

3. Introduce the study of a one-act play such as "A Marriage Proposal" by Anton Chekhov in Exploring Life Through Literature. Begin the study by assisting students to give a dramatic reading of the play. At the appointed time have the students read the play aloud in class.

   Sometimes the class can listen to parts of a recorded play while reading the text for the first time. This helps increase sensitivity to voice range and expression, accustoms students to unfamiliar dialects and accents, and makes comprehensible some poetic drama that would be hard to understand on the page.

4. Follow the reading of the play with class discussion. Utilize the material in Exploring Life Through Literature entitled "The Author's Craft." Analyze and interpret the play in relation to contemporary life and customs.

5. Utilize the reading of the play and the discussion as motivation for students to write a brief narrative on a related personal experience such as a date, a relationship with a member of the opposite sex, or a family story about a courtship and marriage. Before assisting the students to write in class, review briefly those major concepts about the organization of an essay that you have previously taught.

6. Divide the students into small groups or pairs to read, critique, and enjoy the narratives. This peer group evaluation could be followed by teacher evaluations and corrections for organization of content.

7. An alternate composition assignment could be the writing of a monologue. This could be done in groups, pairs, or by individuals. Oral reading of the monologue for the class should be the primary evaluation; teacher evaluation could follow.

8. Additional study of drama could be sequenced from simple to complex and also from modern drama to historical drama. So, additional one-act plays could be studied, then plays of three or more acts, such as Helen Keller, The Glass Menagerie, Macbeth, Our Town, The Contender, Twelve Angry Men, An Enemy of the People, and finally, Julius Caesar. Class discussions and composition assignments can likewise be sequenced from simple to more complex, but the study should never become so academic that students lose enjoyment of drama.

References: Duke, Charles R.
Creative Dramatics and English Teaching.
Urbana, Ill: NCTE, 1974.

Ehrlich, H. W. (Ed.) Creative Dramatics Handbook.
Urbana, Ill: NCTE, 1974

Farrell, E. J., Gage, T. E., Pfordresher,
J., and Rodriques, R.J.
Exploring Life Through Literature.
Glenview, Ill: Scott, Foresman and Company, 1976.

Moffett, James.
A Student-Centered Language Arts Curriculum,
Grades K-13: A Handbook for Teachers.
Boston: Houghton Mifflin Co., 1973

Spolin, Viola
Improvisations for Theatre
Filmstrip: How to Read and Understand Drama

CONTENT: Interpretive Comprehension: Drama

OBJECTIVE: The student will gain knowledge of drama as a literary, historical, and aesthetic genre through active participation in short plays, skits and scenes from major works.

SKILLS:
- Reads and interprets mood and tone
- Relates setting to situations and circumstances
- Interprets characters and motives
- Gains confidence in public speaking

ACTIVITIES

1. In order to give students a "feel" for the types of dramatic literature, have students act out a short play, a skit, or a scene from a major play. Parts of Helen Keller can be performed, using the dialogue and also the sign language. The following is not an authentic play, but one which might have been.

2. The needed props are a crude drum, a recording of a flute selection (if possible, have a student play the flute in the background), several large white sheets, and dittoed copies of the play. The actors are selected and parts assigned. Those participating are draped in the sheets which give the semblance of a tunic. The lights are dimmed and the players make their entrance.

THE PLAY

Introduction: The play which we are about to perform could have been the first play performed in ancient Greece. The time is before recorded history and the setting is a field in the open countryside. The simple country folk have gathered to hold a festival in honor of their god, Dionysus.

The players enter to the steady rhythm of a drum and flute. They form a circle and chant:

Lo, Bacchus! Lo, Bacchus!
We, we are the Bacchae
We who brought Bromios
   God born of god
   Dionysus
Home from the hills
To the cities of Greece.

The chorus freezes. The lone figure enters and quietly joins the group. The chorus chants:

> But who is this, fair-haired with fragrant locks.
> The charms of Aphrodite in his eyes?

The lone figure replies:

> I am Dionysus and I have come from the distant forests across the seas. I have come to bestow on men the gift of the vine. After long wanderings and great perils I have come to you of Pentheus. What reception awaits me?

A figure breaks away from the chorus and approaches Dionysus. As the figure, Thespis, approaches, Dionysus chants:

> The king, Pentheus, is coming.
> Let no sound be made, no whisper of my sacred name.

Thespis (as Pentheus): I hear of strange evils abroad. The people are deserting their homes and are revelling in the woods and on the mountains honoring their newfound god Dionysus. Religion is their excuse for drunkenness. I will hunt them from the mountains and bind them in iron.

Dionysus: Have you no reverence?

Thespis: For whom? A corrupter and destroyer of cities?

Dionysus: A savior of men--I bring relief from sorrow.

Thespis: Nay, only more sorrow born of liquor and revels. You shall be punished for your dishonesty.

Dionysus: And you for your folly and insolence to the god.

Thespis: I will cut off your tresses and imprison you.

Dionysus: Dionysus will pursue you with vengeance for this blasphemy.

Thespis looks about him with uncertainty and quickly flees. Dionysus raises his arm and looks after him.

Dionysus: Terrible, ah, terrible you are and terrible the fate to which you go. On swift hounds of madness let Justice come, bearing her sword. She will slay him, the lawless, the unrighteous, the earth-born. Lo, Bacchus!

The chorus once more begins to circle (around Dionysus) chanting:

Lo, Bacchus! Lo, Bacchus!

They repeat this several times getting faster and more frenzied. All freeze, and then suddenly flee the stage.

3. Divide the class into three groups, early Greek Thespians, Shakespearian players, and Broadway actors. Have students read plays of their assigned era and select a scene to act out in class. Students may choose to re-write scenes changing the setting, characters and/or dialogue. Have them conduct research in the library in order to make their skits reflect the cultural aspects of their assigned period.

   Example: Students can write a modern version of Julius Caesar and then perform it. Act III is suggested.

Filmstrips: Beginning of Drama
What Is Theatre?

CONTENT: Interpretive Comprehension: Drama (Macbeth)

OBJECTIVE: The student will predict appropriate conclusions to a sequence of events and recognize foreshadowing of events, actions, and outcomes.

SKILLS:

- Reads and interprets a major literary selection
- Perceives character motivation
- Recognizes and explains dramatic irony
- Writes analyses of literary characters
- Recognizes and describes types of conflicts, the protagonist, the antagonist, complicating incident(s), rising action, climax, falling action, denouement, foreshadowing, and suspense
- Writes comparison/contrast papers

ACTIVITIES

1. After the students have seen the film of Macbeth or have read the play, discuss Macbeth's motives, his tragic flaw, the conflicts, the suspense, dramatic irony, and foreshadowing.

2. Have students write a short paper in which they contrast Macbeth with Duncan, or with Macduff or with Banquo. The students should underline all examples of antithesis and all examples of repetition.

3. For practice in reading aloud Shakespeare's poetry and in interpreting his lines, have each student draw a problem from a deck of Macbeth cards (the makeup of each is listed at the end of this activity).

   Give the students approximately 15 minutes to use available reference books in solving the problem posed on the cards.

   Arrange the students into two teams (all even-numbered cards together on one team and all odd-numbered cards on another).

   Alternate from one team to the other, and have each student stand and read his card to the class and to offer his solution. If the solution is correct, the team gets a point.

4. At the conclusion of the game, have the students write an essay based on the game. A possible topic is: Analyze the effectiveness of Shakespeare's use of figurative language in Macbeth.

Macbeth Cards:

1. Now spurs the lated traveler apace
   to gain the timely inn.

   What does the word lated mean?
   Reread the lines with "lated traveler" becoming "traveler __________."
   Put into the blank the meaning for lated.

2. Thou canst not say I did it.

   Rewrite the line as we might say it today.

3. Ride you this afternoon?

   Rewrite the line as we might say it today.

4. How now, you secret, black, and midnight hags!
   What is 't you do?

   Find the figure of speech in the above lines, identify it for your classmates and justify your choice.

5. Poor bird, thou'dst never fear the net nor lime,
   The pitfall nor the gin.

   Find the figure of speech in the above lines, identify it for your classmates, and justify your choice.

6. Approach the chamber, and destroy your sight
   With a new Gorgon.

   Find and explain the allusion.

7. They have tied me to a stake, I cannot fly,
   But bearlike I must fight the course.

   Find and explain the veiled allusion.

8. Angels are bright still, though the brightest fell.

   Find and explain the veiled allusion.

9. Why should I play the Roman fool and die
On mine own sword?

Find and explain the veiled allusion.

10. Had I as many sons as I have hairs,
I would not wish them to a fairer death.

The underlined word is a pun. Explain.

11. I'll gild the faces of the grooms withal,
For it must seem their guilt.

The underlined words are puns. Explain.

12. Fair is foul and foul is fair.

Other than alliteration, the above line is an example of what figure of speech? Explain.

13. Look like the innocent flower
But be the serpent under 't.

Identify and explain the figure of speech.

14. But screw your courage to the sticking-place,
and we'll not fail.

Explain the indirect metaphor.

15. By the clock 'tis day,
And yet the dark night strangles the traveling lamp.

Identify and explain the figure of speech in the above.

16. I am in blood
Stepped in so far that should I wade no more,
Returning were as tedious as go o'er.

Rewrite the above lines so that they read as we might say them today.

17. We might have met them beard to beard,
And beat them backward home.

Identify and explain the sound device in the above lines.

18. Light thickens, and the crow
Makes flight in the rooky wood.

wing, darksome, takes

The quotation has been slightly changed. One alliterating word has been removed and another word substituted for it. After the quotation you have been given a choice of three words. Choose one of these to restore the quotation as Shakespeare wrote it.

19. A lady's story at a winter's fire.

morn, woman's, gossip

The quotation has been slightly changed. One alliterating word has been removed and another word substituted for it. After the quotation you have been given a choice of three words. Choose one of these to restore the quotation as Shakespeare wrote it.

20. I have lived long enough. My way of life
Is fall'n into the sear, the yellow leaf.

Find out what chiming means and show where the chiming effect exists in the above lines.

Cards 21-41 should all contain the following: In this quotation a word that Shakespeare used is put in parentheses along with one or two others. You are to identify the word that best fits the line and give reasons to support your choice. Remember that the right word should not destroy the metaphor, remove alliteration or chime, disturb the tone or meaning, or break up the meter or the rhyme (if rhyme is involved).

order
21. Stand not upon the (   ) of your going,
rank

But go at once.

thumbs
22. By the pricking of my ( )
fingers
Something wicked this way comes.

quite
23. But yet I'll make assurance ( ) sure.
double

sweet-faced
24. The Devil damn thee black, thou ( ) loon!
cream-faced

tourist
25. Now spurs the lated ( ) apace.
traveler

To gain the timely inn.

26. And withered murder,
Alarumed by his sentinel, the wolf, healthy
Whose howl's his watch, thus with his ( ) pace,
stealthy

With Tarquin's ravishing strides, toward his design
dream
Moves like a ( ).
ghost

stormy
27. The night has been (unruly). Where we lay,
bad
Our chimneys were blown down.

28. Nought's had, all's spent, content
When our desire is got without ( )
contentment

Tis safer to be that which we destroy

doubtful
Than by destruction dwell in (uncertain) joy
questionable

29. Most sacrilegious murder hath broke ope
temple
The Lord's anointed ( ) and stole thence
cathedral
The life of the building.

30. I have no spur
To prick the sides of my intent, but only

Virtuous
(Overwhelming) ambition, which o'erleaps itself
Vaulting

And falls on the other.

31. Life's but a walking shadow, a poor player
world
That struts and frets his hour upon the (grave)
stage
And then is heard no more.

32. There's husbandry in Heaven,
lights
Their ( ) are all out.
candles

deed
33. The attempt and not the ( )
activity
Confounds us.
fear
34. There's (malice) in men's smiles.
daggers

36. Duncan is in the grave,
awful
After life's (fitful) fever he sleeps well.
frightful

37. Tomorrow, and tomorrow, and tomorrow,

runs
(creeps) in this petty pace from day to day.
crawls

signs
38. The west yet glimmers with some (lights) of day.
streaks

confined
39. But now I am cabined, cribbed, (limited), bound in
shut up
To saucy doubts and fears

40. Now o'er the one half-world

pleasant
Nature seems dead, and (terrible) dreams abuse
wicked
The curtained sleep.

41 Fillet of a fenny snake,
cook
In the cauldron (   ) and bake.
boil

42. I have lived long enough. My way of life
Is fall'n into the sear, the yellow leaf.

Rewrite the above lines so that they read as we might say them today.

43. Tomorrow, and tomorrow, and tomorrow
Creeps in this petty pace from day to day,
To the last syllable of recorded time.
And all our yesterdays have lighted fools
The way to dusty death.

What do the underlined words mean?

44. Nothing in his life
Became him like the leaving it. He died
As one that had been studied in his death
To throw away the dearest thing he owned
As'twere a careless trifle.

Explain what the above lines mean.

45. The west yet glimmers with some streaks of day.
Now spurs the lated traveler apace
To gain the timely inn.

What do the above lines mean?

46. A drum, a drum!
Macbeth doth come.

Relate the sound of the second line to the subject of the first line.

47. Fleance says: "Farewell, father. God's benison go with you."

Write the stage directions implied in the above line.

48. She should have died hereafter;
There would have been a time for such a word.

Rewrite the above lines as we might say them today.

49. It (Life) is a tale
Told by an idiot, full of sound and fury
Signifying nothing.

Identify and explain the figure of speech.
*For an extra point, name the William Faulkner novel whose title is taken from the above quotation.

50. Now does he feel his title
Hang loose about him, like a giant's robe
Upon a dwarfish thief.

Identify and explain the figure of speech in the above lines.

51. Remove from her the means of all annoyance,
And still keep eyes upon her.

These lines from Lady Macbeth's doctor to the Gentlewoman indicate the concern about what?

52. As King Duncan approaches Macbeth's castle, he says:

This castle hath a pleasant seat; the air
Nimbly and sweetly recommends itself
Unto our gentle senses.

The King's words praising the castle are an example of what kind of irony? Explain.

5. This activity can be adapted to other plays, such as Julius Caesar, The Glass Menagerie, or Raisin in the Sun.

Reference: Secondary English Curriculum Guide,
Cypress-Fairbanks Independent School District,
Austin, Texas, 1979.

CONTENT: Interpretive Comprehension: Articles/Essays

OBJECTIVE: The student will gain knowledge of articles and essays as literary genres.

SKILLS:
- Learns the basic elements and types of articles/essays
- Reads various types of articles/essays
- Discusses orally the main idea of the selections
- Interprets purpose, point of view, tone, and style of the author
- Writes an original essay

ACTIVITIES

1. Have students read two different types of essays either by the same author or by different authors.

   Examples: "The Battle of the Arts" by Thoreau and Civil Disobedience by Thoreau
   "Dream Children" by Charles Lamb and "Of Studies" by Francis Bacon

2. Discuss orally with students the similarities and differences between the two essays--purpose, tone, etc.

3. After students have an understanding of the elements and types and have read and discussed other selected essays, let them write an original essay. A good activity to use is entitled "Essaying the Essay."

Essaying the Essay (Scholastic Magazines, Inc.)

There are three general categories: purpose of essay, tone/literary devices of essay, and topic of essay. Each general topic has six subheadings which are listed below. Write or type each of the eighteen subheadings on a card. Then stack the cards according to the categories. Have students choose or select at random one card from each stack and write an essay meeting the requirements of the three cards. For example, the student may use whimsical or satirical humor to entertain and delight his/her audience in an essay about fashion.

Categories and Subheadings

Purpose	Tone/Literary Devices	Topics
inform/teach	extensive facts or details	hunting or a sport
entertain/delight	comparison and contrasts	women's rights
argue/dispute	exaggeration for effect	a book or movie
evaluate/criticize	implication or understatement	a politician
describe/portray	beautiful or witty language	fashion
reflect/contemplate	whimsical or satirical humor	rules and regulations

*Different topics adapted to the ability and interest of students may be used.

4. Another activity to inspire the writing of articles/essay involves the use of photographs and pictures. Make a wall chart featuring pictures that have been collected by teachers and students. Have students select one of the pictures and write a descriptive essay, character sketch, story essay, satirical essay, or a philosophical/reflective essay based on these pictures.

Reference: The Essay - Scholastic Magazines, Inc., 1976, New York.

CONTENT: Interpretive Comprehension: Types of Poetry

OBJECTIVE: The student will learn to classify poetry according to genre: narrative, lyric, and dramatic.

SKILLS:

- Reads and interprets various types of poetry
- Demonstrates oral reading skills in poems, employing proper phrasing, cadence, and stress
- Writes original poems
- Records personal experiences in poems
- Responds to major types of figurative language
- Writes definition paragraphs or essays

ACTIVITIES

1. Introduce the different types of poetry:

   a. Narrative: ballads, epics--Discuss the characteristics of ballads. Give background information on the development of the ballad. Also, discuss popular ballads. Have a student who can play a popular ballad perform for the class. If a student is not available, present a selection of ballads by Joan Baez, Woody Guthrie, Marty Robbins or Johnny Mathis. Have students listen to a ballad and then write its characteristics. Next define and characterize epics. Oldest and grandest among the types of poetry is the epic, a long narrative poem about the adventures of a great, and usually legendary, hero. The mightiest warriors, the founders of races, men who have embodied the highest ideals of their nations, men who have held the destiny of their peoples in their hands, men who have made fit adversaries for the gods--these are among the choice company to be met in the epic. The Greek Achilles, the Roman Aeneas, the English Beowulf, the German Siegfried, the French Charlemagne--all have inspired national epics.

   b. Lyric: Give the characteristics of a lyric poem. Have students read and paraphrase the following poems and explain how each poem meets the criteria of a lyric poem: Shakespeare's "Sonnet 30," Elizabeth Barrett Browning's "Sonnet 43," and Emily Dickinson's "After Great Pain" and "If I Could See You in the Fall." As a class discuss the emotions and thoughts each poem conveys. Discuss the role of the poet in a lyric poem: his is the voice of human emotion all can share, an eternal rendition of what we all experience internally.

   c. Dramatic: Provide students with a definition and the characteristics of dramatic poetry. Examples you might want to read and discuss with students are Robert Browning's dramatic monologues, "The Laboratory," and "Soliloquy of the Spanish Cloister," and "My Last Duchess," Yeats' "Easter, 1916," Eliot's "The Love Song of J. Alfred Prufrock," and Frost's "The Hired Man."

2. Read aloud "The Raven" by Edgar Allan Poe and "Birches" by Robert Frost. Have students discover the meaning of the poem by interpreting the figurative language used. Review simile, metaphor, personification, and symbolism.

3. Discuss the definitions of rhyme, rhythm, alliteration, onomatopoeia, assonance, and consonance. Then ask students to locate examples of each of these poetic devices in "The Raven."

4. Play the recording of Robert Frost's poem "The Death of the Hired Man." Discuss such features as the poem's story, the characters' personality traits, the differences in Mary's and Warren's attitudes toward Silas, symbolism, and theme. You might also want to discuss Mary's and Warren's definitions for *home*, and use this discussion as a springboard for students to write a definition paragraph or essay.

5. Read aloud another poem by Frost, "Stopping by Woods on a Snowy Evening." Discuss the sound devices, the various contrasts, repetition, the growing significance of figurative meaning as the poem progresses, the symbolism, and the theme.

   Later, have students draw conclusions about the characteristics of narrative and lyric poetry and the differences between the two by comparing and contrasting "The Death of the Hired Man" and "Stopping by Woods on a Snowy Evening."

6. Divide students into groups for choral reading. Discuss proper techniques for choral reading. Allow time for students to practice and then perform before the class. Possible poems to be used for choral reading are the "The Raven," "The Thing," "Go Down, Death," "On the Beach at Night," and "The Creation."

7. After choral reading, discuss these features in the poems: *imagery*, *tone*, and *mood*.

8. Ask each student to bring one picture to class, a picture he feels is poignant or meaningful. Divide the class into groups of 3 or 4, and ask each group to respond to each picture with 2-4 lines of poetry. Each poem must contain imagery, at least one figure of speech, and one or two sound devices.

3. To help students understand the human emotions described in lyric poetry, assign oral presentations of short lyric poems. Choose about ten poems, *very* short in length, and have students work in groups of 3 or 4. Emily Dickinson's poems are excellent examples. The students' main objectives are to read the poem aloud well, to explain its content, and to examine its theme.

   All students should be provided with copies of all the poems to be presented, but the discussion questions might be placed on cards, one card per group. The following may serve as an example:

DREAMS

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

Langston Hughes

Group VI -- "Dreams" by Langston Hughes

1. Choose one member of your group to read this poem aloud to the class. Then answer the following questions as a group and be prepared to present the answers to the class.
2. To what kind of "dreams" is the speaker in the poem referring?
3. How can life without dreams be compared to a "broken-winged bird/That cannot fly"?
4. How can life without dreams be compared to a "barren field/Frozen with snow"?
5. If all our dreams were satisfied, what would we have left?
6. What are some of your personal dreams?
7. This activity can be expanded by reading and discussing "Dreams Inferred."

After studying the types of poetry, have students assemble a booklet demonstrating their knowledge of the types. They may write original poems or illustrate familiar ones.

Reference: Secondary English Curriculum Guide.
Cypress-Fairbanks Independent School District,
Houston, Texas 1979.

284

283

CONTENT: Interpretive Comprehension: Poetry (Beowulf)

OBJECTIVE: The student will classify the epic as a literary genre.

SKILLS:

- Reads and responds to literature in a discussion
- Writes a descriptive paragraph arranging the details in spatial order
- Recognizes oral literature as seen through folk tales, ballads, epics, legends, and myths
- Recognizes the relationship between sound devices and the meaning of a poem
- Recognizes that most groups of people have an oral or written tradition unique to them but often share common themes with other groups

ACTIVITIES

1. Preparation for the study of this epic, in part or in whole, should include: the students' reading of the background on the Anglo-Saxons, a teacher's lecture on the history of these peoples, or a combination of these two approaches. The students should find and record in their notes the following characteristics of the Anglo-Saxons:

    1. They were hardy and athletic.
    2. They were nomadic
    3. They were semibarbarous.
    4. They had a grim sense of Fate (Wyrd).
    5. They were pagan.
    6. They were ferocious.
    7. They were faithful.
    8. They were earnest.
    9. They were brave.
    10. They liked action and fighting and contests of physical strength.
    11. They had a sense of fair play.
    12. They were loyal and would not let one another down.
    13. They were melancholic.
    14. They admired endurance.

    Those qualities of an epic which are especially significant are that:

    1. "The hero of an epic is a figure of heroic stature, of national or international importance, and of great historical or legendary significance."
    2. "The setting is vast in scope, covering great nations, the world, or the universe."

    3. "The action consists of deeds of great valor or requires superhuman courage."
    4. "Supernatural forces--gods, angels, and demons--interest themselves in the action and intervene from time to time."
    5. "A style of sustained elevation and grand simplicity is used."
    6. "The epic poet recounts the deeds of his heroes with objectivity."

2. Play a minute or two of a recording of *Beowulf* in Old English. Have students follow their texts and note any words which match the sound on the recording with the word on the page. They should conclude, of course, that our language has changed tremendously.

3. Read the poem aloud. Have a properly trained student do the reading, do it yourself, or use a professional recording. Students should read *and* listen.

4. After a brief discussion of the plot, divide students into small groups (4-5). Give each group one of the following tasks: If group work is too time-consuming, have students do the activities individually.

    1. Prove that *Beowulf* is an epic.
    2. Prove that *Beowulf* reflects the Anglo-Saxon's belief in Fate and the new belief in Christ, their loyalty, their bravery, etc.
    3. Find ten examples of alliteration.
    4. Find three examples of assonance.
    5. Find three examples of consonance.
    6. Find three instances when the tone ceases to be objective. Suggest a reason for the inconsistency in tone.

5. Have each student invent a contemporary kenning, write it on the chalkboard, and explain it to the class. Kennings of school surrounds work well.

    Example: lime-lemon--a poorly operating green automobile

6. In order to sharpen students' use of language when selecting details, have them work in pairs and in secret to compose "portraits" of Grendel. Then, using their portrait, each pair of students should write a description of the monster. Have them use spatial arrangement and use concrete nouns and vivid verbs, thereby leaning less heavily on adjectives.

    Example: Grendel's tongue snakes from the cavern of his mouth and recoils into the inkiness with the warm blood of a slain foe.

    After all portraits and descriptions have been finished, one person from each pair should read the description as the class (with closed eyes, perhaps) imagines the monster as he is being described.

Then the pair should unveil their monster and re-read the description. During the second reading, the class should note any discrepancies between the paper and the portrait and suggest possible corrective measures.

Reference: Secondary English Curriculum Guide.
Cypress-Fairbanks Independent School District,
Houston, Texas 1979.

CONTENT: Interpretive Comprehension: Biography/Autobiography

OBJECTIVE: The student will recognize and comprehend biography/autobiography.

SKILLS:
- Recognizes and comprehends biography/autobiography
- Organizes and expresses ideas in formal and informal speaking situations
- Writes a paragraph
- Locates needed information

ACTIVITIES

1. Define nonfiction and fiction.

2. Define biography and autobiography.

3. Have students orally state the one fact about themselves that they would choose to tell someone else if they could say only one fact about themselves.

4. Have students fill in the following statement: I am the person who ______________________________.

5. Tell students to choose a biography or autobiography to read and to discuss in class.

   Students may use the following list to organize their report:

   1. Why do/don't you admire your character?
   2. What are his faults?
   3. Write about the three most important events in his life.
   4. Describe his appearance - his personality.
   5. What period of his life is covered in the book?
   6. Where was he born? Where did he live?
   7. List new words and define.

6. Choose several famous people in history. Have students research the lives of the people. Choose students to assume the characters of the people and to talk with each other in a version of "Meeting of the Minds," or "Sixty Minutes."

7. Read some poems from Spoon River Anthology. (These poems are about individuals and their lives.) Discuss the personalities of the people in the poems.

8. If they have previously written an autobiography, have students keep a one-week diary in which they "become" a puritan, a planter, or a pirate and have them accurately reflect the life of that person within the context of the time.

9. Have students read an approved biography or autobiography from the library. Have them write a non-fiction critical analysis of the book.

Reference: Moffett, James,
A Student-Centered Language
Arts Curriculum Grades K-13:
A Handbook for Teachers.
Boston: Houghton Mifflin Co., 1973.

CONTENT: Interpretive Comprehension: Choral Reading

OBJECTIVE: The student will participate in choral readings.

SKILL:
- Recognizes length of pause for meaning
- Appreciates the beauty of rhythm
- Detects the various sound devices (onomatopoeia, alliteration, assonance, etc.)
- Listens to choral readings

ACTIVITIES

1. Have students listen to a recording of a selection. For example, poems written by Carl Sandburg, Robert Frost, and Edgar Allan Poe can be used. Discuss the various pauses, the tempo, the volume, the rhythm, and the diction.

2. Divide the class into various groups; assign each group a poem for choral reading. Some examples are "Song of Myself" by Whitman, "The Creation" by James Weldon Johnson, "General William Booth Enters into Heaven" by Vachel Lindsay, "Bells" by Poe, "In Just" by E. E. Cummings. "War is Kind" by Stephen Crane, and Greek poems with a chorus may also be used. After the readings, have each group discuss the meaning of the poem and its structure.

3. Popular or familiar songs may also be used. Have students bring to class favorite songs that have refrains. As the records are played, have the students join in the refrains.

   Examples: "You Picked a Fine Time to Leave Me, Lucille," Kenny Rogers.
   "Another One Bites the Dust," Queen.

CRITICAL COMPREHENSION AND APPRECIATION

Author's Purpose

Propaganda Techniques

Fallacies of Reasoning

Appreciation of Literary Forms

CONTENT: Critical Comprehension: Author's Purpose (Description)

OBJECTIVE: The student will study the methods of description in order to determine an author's purpose in writing.

SKILLS:
- Identifies descriptive discourse
- Identifies the various characteristics of description
- Evaluates methods of descriptive development
- Writes examples of description

ACTIVITIES

1. To demonstrate that a writer has a definite purpose to write, discuss the reasons for written discourse.

   Example: To have a reader picture in his mind a scene, a writer employs descriptive techniques to appeal to the reader's senses. He employs concrete detail with figurative expression in order to make the reader feel, taste, see, etc. He wants to create a dominant impression.

2. To specify the descriptive type of writing, focus on the characteristics of good samples.

   Example: Figurative language--metaphor, simile, personification: "The ship skimmed under white wings like a great tired bird speeding to its nest."

   Point of view--physical and emotional: The writer may give the reader the illusion of being fixed in space, or he may provide a moving point of view, changing his position in spaces to see a scene from many angles. He may use a specific emotional point of view, maintaining a single, dominant mood or attitude toward the thing being described. The particular point of view used will give the spatial relationship and the atmosphere of the writing.

3. To demonstrate the method of description, have students read good examples of the form of description. Show them that description is usually a part of a work, and not just the entire work itself.

   Examples: "Portrait: The Old South" by Katherine Anne Porter
   "Idols of the Mind" by Francis Bacon
   "Death in Miami Beach" by Herbert Gold
   "The Turtle" by John Steinbeck

4. After reading examples of the means of development, students should then take isolated samples and discuss specifically the author's intention and devices of execution.

Example: The narrow creek was like a ditch: tortuous, fabulously deep; filled with gloom under the thin strip of pure and shining blue of heaven. Immense trees soared up, invisible behind the festooned draperies of creepers. Here and there, near the glistening blackness of the water, a twisted root of some tall tree showed amongst the tracery of small ferns, black and dull, writhing and motionless, like an arrested snake. The short words of the paddlers reverberated loudly between the thick and somber walls of vegetation. Darkness oozed out from between the trees, through the tangled maze of the creepers, mysterious and invincible; the darkness scented and poisonous of impenetrable forests.

Joseph Conrad
"The Lagoon"

(The teacher is encouraged to use other examples from his own resources or texts, if he chooses.)

Answer the questions which apply to the passage:

A. What is the dominant impression?
B. Underline the words or word groups that, in your opinion, contribute to the effectiveness of the dominant impression.
C. What figurative language does he make use of? Be specific and analyze the comparisons.

5. After the students have done the exercises that analyze the methods of description, assign written compositions to be developed by description. It is suggested that the students make at least one revision of their original paper (rough draft) before submitting final copy.

Example: Listed below are several topics which lend themselves to the use of description in creating a dominant impression. In developing one of the topics, remember that you will be drawing upon the other modes of discourse as well.

A. Impressions of the city
B. The ideal relative (real or imagined)
C. "A scene I hope to forget"
D. Five o'clock rush hour
E. The sea

F. The neon jungle
G. A view from the bridge
H. Memories of the past
I. A cave
J. A country fair
K. A party
L. A wedding
M. A family dinner
N. A public building
O. The last night of Christmas shopping
P. An airport (or bus depot)
S. A dairy farm

6. Grade the students' works and assign a separate grade for mechanics and for execution of purpose. Return the papers before assigning another similar task.

7. On one of the assignments, have the students evaluate their peers' writings in terms of one or more of the following elements: grammar and mechanics, use of the descriptive form, use of methods of descriptive development.

8. At some time during the ongoing unit, try to have composition conferences with individual students to answer questions.

References: Archer, Jerome W. and Schwartz, Joseph,
A Reader for Writers
New York: McGraw-Hill Company, 1971

Bander, Robert G.,
American English Rhetoric
New York: Holt, Rinehart and Winston, 1978

Canavan, P. Joseph,
Paragraphs and Themes,
Lexington, Massachusetts: D. C. Heath and Company, 1975

Hurtik, Emil, ed.
Insight: A Rhetoric Reader
Philadelphia: J. B. Lippincott Company, 1970

CONTENT: Critical Comprehension: Author's Purpose (Narration)

OBJECTIVE: The student will study the types of narration in order to determine an author's purpose and methods.

SKILLS:
- Identifies narrative discourse
- Identifies methods of development of narration
- Evaluates methods of development and characteristics
- Writes examples of narrative types

ACTIVITIES

---

1. To demonstrate that a writer has a definite purpose to write, discuss the reasons for narrative discourse.

   Example: To have a reader learn the sequence of events of a real or imagined situation, the writer employs details which will relate a story. His purpose is to tell a story.

2. To specify the narrative type of discourse, focus on the characteristics which determine it.

   Example: Action - not a frozen moment as is description, for things happen.
   Time - may be chronological, but may use foreshadowing or flashback.
   Significance - events presented in some amount of time must have some meaning.
   Two types - A) factual--based on fact
   B) fictional--based on imagination

3. To demonstrate the methods of narration, have students read good examples of each type and then discuss the author's avowed purpose and the means he used to achieve it.

   Example: A-factual: "Malcolm X: Mission and Meaning" by Robert Penn Warren
   "In the Birmingham Jail" by Barbara Deming
   "Where I Lived, and What I Lived For" by Henry David Thoreau

   B-fictional: "A Visit of Charity" by Eudora Welty
   "The Man in a Shell" by Anton Chekhov
   "Paul's Case" by Willa Cather
   "Leaving the Yellow House" by Saul Bellow
   "The Open Boat" by Stephen Crane

(Almost any literature text would offer excellent examples of narrative writing.)

4. After reading examples of the methods of development, students should then take isolated samples and discuss specifically the author's intention and characteristics of development.

Example: At last the "Yanks" were finally coming--and not a moment too soon. Late in May, 1918, the forward-rolling Germans, smashing to within forty miles of Paris, threatened to knock France out of the war. Newly arrived American troops, numbering fewer than 30,000 were thrown into the breach at Chateau-Thierry, where they played a dramatic role in helping to stem the tide. In June the United States marines cleared the Germans from bloody Belleau Wood. The victory was so heroic that appreciative Frenchmen renamed the place "Bois de Marins" (Marine Woods).

American weight in the scales was now being felt. By July, 1918, the awesome German drive had spent its force, and keyed-up American boys participated in Foch counter-offensive in the Second Battle of the Marne. This engagement marked the beginning of a German withdrawal that was never effectively reversed. As proof of mounting strength, seven American divisions (about 140,000 men) fought in the Second Battle of the Marne, as compared with sixty Allied divisions. In September, 1918, nine American divisions (about 180,000 men) joined four French divisions to dislodge the Germans from the St. Mihiel "hernia" of France.

Thomas Bailey
THE AMERICAN PAGEANT

Answer the questions which apply to the passage:

A. What is the purpose of the writer?
B. Into what four divisions does the writer break down the thought of the paragraphs?
C. What particular time sequences help the reader follow the writer's flowing thought?
D. How do specific details give meaning to what the writer is explaining?

5. After the students have done the exercises that analyze each method, assign written narratives, both factual and fictional.

Example: Develop a factual narrative by employing the facts on one of the following and combining with individual narrative technique.

A. The Battle of Vicksburg
B. The Boston Tea Party
C. The Civil Rights Movement of the 1960's
D. The day of the assassination of President John Kennedy
E. The attack on Pearl Harbor

306

307

Assign a fictional narrative using flashback to relate the sequence of imagined events.

6. Grade the students' works and assign separate grades for mechanics and for executions of purpose. Return each paper before assigning a new task so that students will profit by seeing their strengths and weaknesses.

7. Have students evaluate their peers' works in terms of the narrative method on one assignment and then discuss the results.

8. Have students retell tales from family or area folklore for oral re-enforcement of narrative method.

References: Archer, Jerome W. and Schwartz, Joseph,
A Reader For Writers
New York: McGraw-Hill Company, 1971

Bander, Robert G.,
American English Rhetoric
New York: Holt, Rinehart and Winston, 1978

Canavan, P. Joseph,
Paragraphs And Themes
Lexington, Massachusetts: D. C. Heath and Company, 1975.

Decker, Randall E.,
Patterns Of Exposition
Boston: Little, Brown and Company, 1974

Hurtik, Emil, ed.,
Insight: A Rhetoric Reader
Philadelphia: J. B. Lippincott Company, 1970

Karl, Frederick R. and Hamalian, Leo,
The Shape Of Fiction
New York: McGraw-Hill Book Company, 1976

Hall, James B.,
The Realm Of Fiction
New York: McGraw-Hill Book Company, 1970

Any collection of classic or modern short stories. Any filmstrip on narrative technique.

CONTENT: Critical Comprehension: Author's Purpose (Exposition)

OBJECTIVE: The student will study various types of exposition in order to determine an author's purpose.

SKILLS:
- Identifies expository discourse
- Identifies various methods of development of exposition
- Evaluates methods of development
- Writes examples of each development

ACTIVITIES

1. To demonstrate to the students that a writer has a specific purpose in mind when he begins a written form of discourse, discuss the reasons for communication in writing and show them samples of sentences which demonstrate various techniques. The teacher is encouraged to teach each form of exposition as a separate unit of work. The various forms are grouped here for the sake of unity, since the activities apply to all forms.

   Example: Exposition--Take two teaspoons of sugar and add one ounce of salt to the mixture.
   Argument--Democracy is the best of the representative forms of government.
   Description--That time of year thou mayst in me behold/When Yellow leaves, or none, or few, do hang/ Upon those boughs which shake against the cold,/Bare ruined choirs, where late the sweet birds sang.
   Narration--Once upon a time there lived a little girl named Goldilocks.

2. Specify the expository type of writing, focus on it as the most often used form. To show how a writer explains a topic, introduce the various ways to do so.

   Example: Definition--answer the question "What is it?"
   Example--explains a concept through use of a specimen, samples, etc.
   Comparison and Contrast--explains the likenesses and/or differences between two objects, terms, or ideas.
   Process Analysis--explains the "How" of a particular process.
   Classification and Division--explains a term or process by either placing it in a class, or dividing it into parts.
   Cause and Effect--reasons causing a result or the outcomes of an event
   Synthesis--explains by incorporating several methods.

3. To demonstrate the methods of exposition, have students read good examples of each type and then discuss the author's avowed purpose and the means he used to achieve it.

Example: Definition--"On Self-Respect" by Joan Didion
Example--THE PETER PRINCIPLE by Laurence J. Peter and Raymond Hull
Comparison and Contrast--"The Two Americas" by J. William Fulbright
Process Analysis--"How To Mark a Book" by Mortimer J. Adler
Classification and Division--"Jobs for Women" by Sylvia Porter
Cause and Effect --"What It Would Be Like If Women Win" by Gloria Steinem
Synthesis--"The Romantic Generation" by Peter F. Drucker

The teacher may consult basic composition textbooks and handbooks for further examples.

4. After reading examples of the methods of development, students should then take isolated samples and discuss specifically the author's intention and devices of execution.

Example: Comparison--For Britain, World War II had many resemblances to World War I. Both were fought against the same enemy, Germany and its allies, who occupied the center of the continent and relied upon vast initial superiority of land and upon submarine power at sea. In both wars Britain, France, Russia, and the United States fought on the anti-German side. In both wars Britain and its allies entered the conflict less well prepared than Germany and depended upon the command of the seas and the gradual utilization of resources outside Europe to build up a power sufficient to defeat the enemy.

Walter L. Arnstein
BRITAIN YESTERDAY AND TODAY: 1830 TO THE PRESENT

Answer the questions that apply to the passage:

A. Does the writer indicate clearly the method of development in his statement of purpose in the first sentence?
B. How many points of similarity does the writer establish between the two subjects?
C. How many points of similarity does the writer discuss in the final sentence?
D. Mention the guide words that helped you distinguish the separate points of comparison.

5. After the students have done the exercises that analyze each method, assign written compositions of each method beginning with definition.

Example: Develop a composition in which you define one of the following terms. Develop your paper by choosing whatever methods and expository patterns will help to explain your meaning clearly.
A. Courage
B. Bigotry
C. Sophistication

D. Nationalism
E. Conscience
F. Morality
G. Social poise
H. Country Western Music
I. Love
J. Pornography
K. A slide rule
L. A bicycle pump
M. A medical thermometer
N. An electric fan
O. An abacus
P. A drawing compass
Q. A simple carburetor
R. A bunsen burner
S. A small, desk-size electric calculator
T. Any simple mechanical device used in your field of interest

6. Grade the students' works and assign a separate grade for mechanics and for execution of purpose. Return each paper before assigning a new task so that students will profit by seeing that their strengths are important and that their weaknesses should be eliminated.

7. On at least one of the assignments, have students omit their names from their works. Then give out the papers to the students and have them grade each other's work; discuss the results.

References: Archer, Jerome W. and Schwartz, Joseph,
A Reader For Writers
New York: McGraw-Hill Company, 1971

Bander, Robert G.,
American English Rhetoric
New York: Holt, Rinehart and Winston, 1978

Canavan, P. Joseph,
Paragraphs And Themes
Lexington, Massachusetts: D. C. Heath and Company, 1975

Decker, Randall E.,
Patterns Of Exposition
Boston: Little, Brown and Company, 1974

CONTENT: Critical Comprehension: Author's Purpose (Argumentation)

OBJECTIVE: The student will study the argumentative form of written discourse to determine how an author executes his intention in the type of writing.

SKILLS:
- Identifies argumentative discourse
- Identifies the various characteristics of argument
- Evaluates methods of argumentative development
- Writes examples of argument

ACTIVITIES

1. To demonstrate that a writer has a specific purpose in mind when he writes, discuss the reasons for written communication.

   Example: The Founding Fathers of our nation's government used propaganda as a means to stir the populous of the colonies to action against the Mother Country. Their purpose was to state reasons for separation and independence. Therefore, they argued against England.

   Students should read Thomas Paine's "Common Sense" to see the author's purpose.

2. To specify the argumentative type of writing, focus on the characteristics of good examples.

   Example: Reasoning - Argument might contain a deductive method to convince.
   It might use inductive reasoning to convince. (Discuss the syllogism as a means of reasoning)
   Appeals - The writer of argument can appeal to the emotions to persuade.
   The writer of argument can also appeal to ethics to persuade.
   Logic - The argumentative writer must be logical in his presentation.

3. To demonstrate the method of argument, have students read good examples of the form of discourse and discuss the nature of the argument and the means used to achieve his end.

   Example: "Suburbia: Of Thee I Sing" by Phyllis McGinley
   "Suburbia Reconsidered: Diversity and the Creative Life" by Dorothy Lee
   "The Star of the Magi" by Arthur C. Clarke

The teacher is encouraged to use other examples from his own resources in place of these, if he sees fit.

4. After reading examples of the means of development, students should then take isolated samples and discuss specifically the author's intention and devices of execution.

Example: An arsenic-contaminated environment affects not only man but animals as well. A report of great interest came from Germany in 1936. In the area about Freiberg, Saxony, smelters for silver and lead poured arsenic fumes into the air, to drift out over the surrounding countryside and settle down upon the vegetation. According to Dr. Hueper, horses, cows, goats, and pigs, which of course fed on this vegetation, showed loss of hair and thickening of the skin. Deer inhabiting nearby forests sometimes had abnormal pigment spots and precancerous warts. One had a definitely cancerous lesion. Both domestic and wild animals were affected by "arsenical enteritis, gastric ulcers, and cirrhosis of the liver." Sheep kept near the smelters developed cancers of the nasal sinus; at their death arsenic was found in the brain, liver, and tumors. In the area there was also "an extraordinary mortality among insects, especially bees. After rainfalls which washed the arsenical dust from the leaves and carried it along into the water of brooks and pools, a great many fish died."

Rachel L. Carson
SILENT SPRING

Answer the questions which apply to the passage:

A. What does the first sentence tell the reader about the flow of the writer's thought?
B. What was the cause of the arsenic-contaminated environment?
C. What was the cause of the death of fish?
D. Did the writer employ sufficient detail to argue against the use of contaminating material in the air?
E. What kind of appeal does the writer employ to convince?

5. After the students have done the exercises that analyze the methods of argument, assign written compositions to be developed by argument.

Example:
A. "Is advertising a plot?"
B. Film versus stage
C. Billboards and the highways
D. "There is a demand today for men who can make wrong appear to be right"--Terence
E. "Mass education is the keystone of democracy."
F. Censorship: public or private?
G. Conformity as an expression of insecurity

H. The status symbol as a motivator to success
I. Little League Baseball (or the activities of 4-H clubs, Boy Scouts, Girl Scouts, etc.) as molder of character
J. Create the draft?
K. High school needs more practical courses

6. Grade the students' works and assign a separate grade for mechanics and for execution of purpose. Return each paper before assigning a new task so that students will profit by seeing their strengths and weaknesses.

7. On one of the assignments, have students omit their names from the papers. Then, give out the papers to the students and have them grade each other's work for execution of purpose. Discuss the results, paying particular attention to any fallacies of reasoning that may have occurred.

References: Archer, Jerome W. and Schwartz, Joseph,
A Reader For Writers
New York: McGraw-Hill Company, 1971

Decker, Randall E.,
Patterns of Exposition
Boston: Little, Brown and Company, 1974

Hurtik, Emil, ed.,
Insight: A Rhetoric Reader
Philadelphia: J. B. Lippincott Company, 1970

CONTENT: Critical Comprehension and Appreciation: Analyzing Author's Purpose

OBJECTIVE: The student will identify the author's purpose and write a multi-paragraph composition discussing that purpose.

SKILLS:

- Understands the various purposes of authors
- Analyzes author's purpose
- Evaluates effectiveness of author in achieving or accomplishing his purpose
- Selects the themes of selections and relates them to author's purpose
- Spells common hyphenated compound words correctly (review of concept)
- Spells words containing "ie" or "ei" correctly (review of concept)
- Underlines titles of books, plays, magazines, and newspapers (review of concept)

ACTIVITIES

1. Define theme and author's purpose and give examples of each.

2. Choose an editorial from a newspaper. Distribute the editorial and ask students to identify the purpose of the editorial (to praise, to criticize, to persuade, to inform, to entertain, etc.).

3. Assign the viewing of a popular television show of your choice on a specific night (or over a period of several nights for those who work). Have the students identify in writing the theme of the show. Discuss the themes in class.

4. Have students read two different selections by the same author or different authors and discuss the themes, purposes, and the effectiveness of the author in achieving his purpose. Stories which could be used include "The Ransom of Red Chief," and "Flowers for Algernon."

5. Review the rules for spelling hyphenated compound words and for underlining titles of books, plays, magazines, and newspapers.

6. Distribute practice exercises of your choice or those suggested in this activity book on the spelling rules and underlining rules. Correct the exercises with the students and re-explain any confusing elements.

7. Assign the writing of a multi-paragraph composition which names and discusses the author's purpose in writing the story, the effectiveness of the author in achieving his purpose, and the theme of the story. (This assignment could be done in place of a book report, in conjunction with one novel read by the entire class, or on a chosen short story.) Examples of literary selections which could be used are: Joy in the Morning, Bless the Beasts and the Children, The Pearl, The Old Man and the Sea, "There Will Come Soft Rains," "Grains of Paradise," and "The Rocking Horse Winner."

8. Tell students to exchange papers and edit for correctly spelled hyphenated compound words "ie-ei" words, and for underlining titles of books, plays, magazines, and newspapers. Tell students to correct the mistakes in their own papers.

CONTENT: Critical Comprehension: Authenticity of a source of information

OBJECTIVE: The student will be able to distinguish between fact and opinion and will judge the authenticity of a source of information.

SKILLS:
- Learns the definition of fact and opinion
- Analyzes sentences and selections containing facts and/or opinions
- Researches the literary background or reputation of authors
- Compares and contrasts different accounts of the same incident

ACTIVITIES

1. Ask students if they can distinguish fact from fiction. Check their ability to do so by using the sentences listed below. Have students label these as fact or fiction.

_____ A. If you eat green apples, you will get a stomach ache.

_____ B. Mechanics quite often give jet engines a dose of castor oil.

_____ C. Bees collect honey.

_____ D. The yo-yo had its origin as a deadly weapon in the Philippines.

_____ E. Chop Suey is a native Chinese dish.

_____ F. There are 336 dimples on a regular golf ball.

_____ G. Lightning never strikes twice in the same place.

2. Expand the discussion and ask students if they can distinguish fact from opinion. Present the following sentences and have students label them as opinionated or factual sentences.

A. Yesterday a car wreck occurred on Highway 6 about three miles south of the city limits.

B. That is the best teacher in the world.

C. Don't take that history course; it's dull.

D. Termites have damaged the floor joist in that house.

E. There is a six-foot fence around that house.

F. Their house looks like a prison.

G. In 1974 Texas had a population of 12,017,000.

3. After students understand the difference between fact and opinion in individual sentences, expose them to selections. Read to the class two newspaper or magazine articles - one based on opinion and one on fact. Good sources are "Letter to the Editor" and "My Turn" from Newsweek. Segments of Paul Harvey's commentaries and other newscasters' reports may also be used. Discuss the use of opinion and fact in the selections.

4. Divide students into groups. Give each group an article based on fact, opinion, or fact/opinion. Have students check the source from which the article was taken and the reputability of the person who wrote the article. This research should help the student in forming a judgment about the contents of the article and its author.

5. To further evaluate fact and opinion in printed media, have students compare and contrast two different newspapers or magazines. Students can also examine copies of the New York Times to see why it is considered one of the best daily newspapers in the nation. Emphasis should be placed on the use of facts and the authenticity of sources of information.

References: Martin, Lee J. and Harry P. Kroitor.
Writing the Five-Hundred-Word Theme.
Englewood Cliffs: Prentice-Hall, Inc., 1980.

Berbrick, Joan.
Writing About Fascinating Things.
New York: AMSCO School Publications, Inc., 1980.

CONTENT: Critical Comprehension and Appreciation: Literary Review

OBJECTIVE: The student will write a critical review of a media selection.

SKILLS:
- Develops audience awareness
- Participates in group discussions
- Increases vocabulary
- Uses library resources

ACTIVITIES

1. Discuss with the class the purpose of writing a critical review. Provide them with samples or have them bring in their own. Encourage them to use the library. Using the samples as models, have them answer general questions pertaining to the review.

2. Have students attend a concert, play, or film, watch a television production, or listen to a recording with the object of writing a critical review. Help them decide on the criteria of excellence and direct them to keep in mind the importance of selecting the outstandingly good or bad aspects of the production and to weigh the production carefully against the criteria. Discuss why people see things differently.

3. Discuss a general pattern for reviewing.

   Example: The following may serve as a guide (from West, William W.)

   a. Interest the reader in the subject.

   b. Provide enough information to permit him to understand what the subject is about (the plot of a film, the thesis of a documentary, the nature of a piece or type of music, and so on).

   c. Present some favorable and unfavorable observations, together with support of these observations.

   d. Suggest an overall judgment.

   e. Provide support for the judgment.

4. Obtain copies of albums or scrips of current movies, TV shows, etc. Have students jot down their impressions of the same ones. In small groups, have the students compare their views with those of professional reviewers.

5. Review with the entire class the general pattern for reviewing. Assign the composition. Allow the students several days to work on their compositions. Offer suggestions to them as they work.

6. After the reviews are completed have the students read them to one another in small groups. Encourage them to evaluate and to offer suggestions to one another.

7. Have the students revise their original review and submit it for teacher evaluation.

8. Work with students individually or in small groups to correct common errors.

References: Stenger, W. E., E. H., and Hack, C. W.
Modern Composition, 6,
New York: Holt, Rinehart and Winston, Inc., 1965

West, William W.
Developing Writing Skills.
New Jersey: Prentice-Hall, Inc., 1973

CONTENT: Critical Comprehension and Appreciation: Literary Criticism

OBJECTIVE: The student will write a critical essay on the theme of a short novel.

SKILLS:
- Reads short novels in paperback form
- Reads critical reviews of novels
- Discusses in class critical reviews on theme of novels
- Writes essay on theme combining personal interpretation of theme and supporting material from critical reviews

ACTIVITIES

1. Define theme.

2. Assign the reading of a short story, such as "Paul's Case" or "A Rose for Emily." Discuss the theme of the story with the class and the method for arriving at the theme. (See page 117 in this guide)

3. Assign a relatively "short and simple" novel (e.g. Of Mice and Men, The Pearl, etc.) for students to read.

4. Have students locate in the library explanations of or critical essays on the theme of the novel.

5. Appoint a group leader in each of several small groups to discuss content of critical essays and agreement or disagreement of students with professional critics.

6. Have students write their own critical essays on what they believe to be the major theme in the novel, incorporating material from professional reviews. Naturally, students may either reinforce or refute ideas of professional critics. A model of the form has been included for your reference. (See next page.)

7. Require students to exchange papers and proofread other students' papers.

8. Permit students to rewrite their rough drafts.

WRITING A CRITICAL ANALYSIS

I. Introduction

  A. Author's position in the history of our literature

    1. When he lived

    2. Where he lived

    3. General reputation as a writer

  B. Name of book

  C. Identify book as one of author's early or later works

  D. Identify book as to whether it is considered a typical example

  E. Statement of thesis

II. Body

  A. Main statement

    1. Author's purpose in writing the novel

    2. Success in carrying out his purpose

  B. Examination of action

  C. Examination of characters

  D. Examination of setting

  E. Which of above elements most important to the author?

  F. Describe point of view and style and the effect of that particular point of view and style

III. Conclusion

A. Kind of reader who would especially enjoys the novel

B. Summary of your main ideas

C. Your final judgment

CONTENT: Critical Comprehension and Appreciation: Propaganda Techniques

OBJECTIVE: The student will learn to recognize propaganda techniques.

SKILLS:
- Studies examples of propaganda
- Writes advertisements for imaginary products
- Writes political speeches

ACTIVITIES

---

1. Begin the class discussion with a definition of propaganda and examples of the various propaganda techniques.

   Examples:
   1. Bandwagon (Join the crowd)
   2. Repetition (If you hear it enough, you will believe it's true)
   3. Transfer (Pretty girls sell cars, vodka, and shaving lotion)
   4. Testimonial (Champions eat Wheaties)
   5. Exigency (Hurry! Hurry! Only 15,000 left)
   6. "Free" or "Bargain" (Electric toenail clipper free with $50.00 purchase)
   7. Glittering Generality (The best darned burger in the whole wide world) (Vote for the man who stands up for America)
   8. Innuendo (How can you expect kids to learn to read if they spend all their time going to choir practice and art class?)
   9. Snob or "jes plain folks" (Depends on what you are selling and to whom)
   10. Name calling (Stops the thinking processes and turns on emotions)

2. Involve students in the following activities:

Use the newspaper

A. Identify propaganda techniques used in advertising and political speeches or brochures.

B. Collect editorials on one particular subject. Compare for:

    1. Propaganda techniques
    2. Fact and opinion
    3. Word choice (denotation-connotation)

C. Examine news stories for cliches that are slanted (racial explosion, landslide victory, whirlwind decision)

D. Write a classified ad to:

    1. Sell a house
    2. Offer an investment opportunity
    3. Make a job offer

Monitor TV advertising for examples of each technique.

3. Have students make a collection of good products that use various propaganda or persuasive techniques on wrappers, boxes, cans, labels, and the like.

4. Ask students to keep a class propaganda diary for a week. Record all propaganda techniques used by any person in the classroom and discuss them each day. See if more or less are used by the end of the week.

5. Have students write their own examples of various types of propaganda. Some students may elect to use several examples of propaganda in a short speech to the class. Classmates may judge the effectiveness of the speeches. Role-playing a real-life situation may be useful here.

6. Have students write their own commercial - and package their own product. The commercial can be presented in front of the class as a sixty-second ad, possibly with a video-taping.

CONTENT: Critical Comprehension: Propaganda Techniques
Written Composition: Paragraph using propaganda techniques

OBJECTIVE: The student will recognize propaganda in advertising and write a paragraph using these techniques to describe a product.

SKILLS:
- Recognizes propaganda techniques
- Writes persuasive paragraphs

ACTIVITIES

1. On the board list these twelve examples of ways advertisers appeal to their prospective customers.

    1. Eye appeal - the product looks good
    2. Special offer - buy the product and get something free
    3. Bandwagon appeal - everybody uses the product
    4. Famous people appeal - a famous person endorses the product
    5. Expert appeal - an expert endorses the product
    6. Happy family appeal - use the product to make your family happy and healthy
    7. Statistics appeal - numbers prove the product is best
    8. Ecology appeal - the product or the company is protecting the environment
    9. Economy appeal - using the product will save you money
    10. Humorous appeal - the ad is funny
    11. Something new - the product has been improved
    12. Snob appeal - this product is only for a select group of people

Make a collection of old newspapers and magazines available to your class. Let them skim through the ads to find at least one example of each of the twelve techniques. Some ads may have several. Call on as many class members as time allows to show ads and report on the type of customer appeal. (This is recommended as an oral exercise.)

2. Next day, instruct the class to develop their own product and to write answers to each of the following questions about the product.

    1. What exactly is your product?
    2. Why is it better or different than products of its type already on the market?
    3. To whom will your product appeal? Why?
    4. Where and how will your product be sold?
    5. How much will your product cost?
    6. How will your product be advertised?
    7. What will your product look like? Sketch or make a model!!!

Suggest a few products to get them started.

Ex: 1. Better Baked Beans
2. Instant Curl Shampoo
3. Lifetime Light Bulbs

3. When the products have been fully developed, have them write a paragraph selling the product to the class. Share the paragraphs by having them read aloud by the author.

Reference: Good Apple Newspaper, Carthage, Ill.

CONTENT: Critical Comprehension: Fallacies of Reasoning

OBJECTIVE: Recognizes and analyzes fallacies of reasoning in reading materials

SKILLS:
- Recognizes fallacies of reasoning in printed materials
- Expresses and defends opinions orally
- Participates in a constructive manner in small group discussions

ACTIVITIES

1. Present several examples of printed materials which contain fallacies in reasoning. Letters to the editor, editorials, advertisements, proceedings of the city council, police jury and school board, legislative reports, and political speeches are sources for fallacies in reasoning. Read a few examples and stimulate discussion by asking pointed questions about the fallacious reasoning.

2. Present information on the following page about the most common fallacies in reasoning.

3. Divide the students into small groups to analyze several examples of fallacies in printed material provided to them. Have one student in each group report to the entire class orally.

4. Assign exercises to be done in class or at home (see sample exercises).

5. Discuss and analyze the exercises in class.

6. Have students write in class an argumentative paragraph or essay which deliberately employs one or more of the fallacies studied. (This activity should be used only after the students have reached a thorough understanding of fallacious reasoning.)

FALLACIES DUE TO ERRORS IN REASONING

Of the fallacies of reasoning there are four chief forms: hasty generalization, begging the question, non sequitur, and ignoring the question.

Hasty generalization

In the fallacies to which inductive reasoning is liable none is more common or more dangerous than that of hasty generalization either from insufficient or improperly selected samples or from undue assumption that a general law exists and hence careless observation. Such errors are especially likely to occur in generalizations as to human beings and their actions. Most of us can recall instances in which travelers in a foreign country have generalized as to the quality of hotels or the character of the natives--their honesty, for instance--on patently insufficient evidence.

Begging the question

This fallacy, by no means uncommon in the work of beginners in argumentation, occurs whenever a student, consciously or unconsciously, either:

(1) makes an assumption which is the same as or results from the conclusion he is to prove true; or
(2) asserts unqualifiedly the truth of a premise which itself needs support.

1. Arguing in a circle. The crudest form of begging the question is that in which the reasoner assumes the truth of an assumption which is equivalent to the conclusion or results from it, commonly called arguing in a circle.

After reading each question below, put a YES in front of the reply that tries to answer the question, and a NO in front of the reply that goes around in circles.

(1) Why does she want to be Mayor?
No a) She'd love to run the city.
Yes b) She has a program for dealing with the urban problems.

(2) Why is exercise good for you?
Yes a) It tones up the muscles, heart, and lungs.
No b) Because you should use your body.

(3) Why do you think there is suppression of dissent in Russia?
Yes a) Its history, traditions, and institutions are not democratic.
No b) What about the situation in China or South Africa?

(4) How much money has been allocated for public education this fiscal year?
No a) Millions of dollars are set aside each year.
Yes b) Congress has appropriated $150 million for education this year.

2. Fallacies of assertion. The commonest forms of begging the question, however, are those in in which a reasoner unqualifiedly asserts the truth of a premise which itself needs proof, because it is false or merely because the reader has no reason to accept it as true and therefore has a perfect right to reject it as a reason why he should change his belief. If an assumption is actually false this falsity should usually be determined by application of the tests for witnesses or by discovering the ambiguity or the error of observation which has occasioned the false statement. In order, however, that the student may realize the many forms that bad evidence may take, it seems well to consider here the chief varieties of assertiveness to which his work is liable. These important varieties are four in number:

(a) Arguing from a false assumption
(b) Arguing from ambiguous evidence
(c) Stating without support what should be proved true
(d) Unwarranted assumption of a causal relationship

Arguing from a false assumption. The worst form of the fallacy of assertion is to base an argument on something not true, the fallacy of a false assumption.

Each of the remarks below is followed by three assumptions. After you read the statement, circle the letter of the assumption that you think has been made by the speaker.

1. People say you can earn more money with an education, but I know guys who are making more money at unskilled jobs, so why should I stay in school?

   a. Getting a degree is too difficult.
   b. The only reason for getting an education is to earn money.
   c. Everyone should go to school.

2. I know he's guilty. Right after the burglary was discovered, he left town without giving a reason.

   a. A person is innocent until proved guilty.
   b. A criminal always returns to the scene of a crime.
   c. Innocent people don't make hasty departures.

3. Phil couldn't have been driving that hit-and-run car--why, he's gone to church every Sunday since he was a child!

   a. Good people don't hit and run, and Phil's goodness is shown by his church attendance.
   b. Phil was in church when the accident happened.
   c. Most churches have some form of driver training.

4. That young dropout must be hiding something. He refused to answer police questions until he spoke to his lawyer.

   a. Refusing to answer indicates guilt.
   b. Answering proves guilt.
   c. Answering doesn't prove anything.

Arguing from ambiguous evidence. Another phase of begging the question is a favorite with careless reasoners--that of broad references to evidence that under one interpretation may prove their point but that does not necessarily imply what the reasoners assume that it does.

Stating without support what should be proved true. The simplest form of begging the question by undue assumption of a premise is to leave without evidential support a statement which should be proved true because it is neither self-evident nor generally known, and therefore cannot be convincing, however true, until the truth is established satisfactorily.

Unwarranted assumption of a causal relationship. Among the most insidious fallacies are those technically called non causa pro causa and post hoc, ergo propter hoc, which arise from mistaking for a cause and effect or something habitually connected with the result--perhaps by mere coincidence--or a usual antecedent. It is necessary for the human mind to search for causes from known results and where the cause is not unmistakable there is a natural tendency to assume some cause. This is especially likely to be the case in inductive reasoning where many arguments rest upon at least a probable causal relationship. It often happens that a mere sign of the presence of the result in question is mistaken for a cause of it (non causa pro causa). Another very common form of this unwarranted assumption is to consider that, since two phenomena follow one another, one must be cause and the other effect. Many of our common superstitions rest on the fallacy that what happens after an event is probably caused by it.

Non Sequitur

In this fallacy, the difficulty lies not in the facts or premises themselves nor in the conclusion in itself, but in the illegitimate inference from one to the other: it is an inference which does not follow logically from the facts.

Example:	CORRECTION:
Frogs are egg-layers.	Frogs are egg-layers.
Frogs live on land and in water.	Frogs live both on land and in water.
Therefore, frogs are found all over the earth.	Therefore, frogs are amphibians.

Ignoring the Question

A fourth kind of fallacy and one that has several subdivisions is Ignoring the Question, Ignoratio Elenchi. In this a writer, either intentionally or by mistake, discusses not the real but an implied or entirely disconnected question. For examples of this "skirting the issue," look to TV broadcasts such as news conferences, Meet the Press, Face the Nation.

References: Baker, G. P., and Hintington, H.B.,
Principles of Argumentation (2nd. ed.)
Boston: Ginn and Co., 1905

Reading Tactics D (Teacher's Edition)
Glenview, Ill: Scott, Foresman and Co. 1977

Segner, W. E., Saver, E. H. and Hoch, C. W.
Modern Composition 5.
New York: Holt, Rinehart and Winston, Inc., 1965.

CONTENT: Critical Comprehension: Appreciation of literary forms and media

OBJECTIVE: The student will develop a sense of satisfaction in response to various literary forms or to other media.

SKILLS:
- Enjoys an increasing variety of programs
- Enjoys an increasing variety of types of reading or viewing materials
- Enjoys reading aloud
- Recognizes fallacies of reasoning in reading materials

ACTIVITIES

1. Ask students to report on worthwhile programs that they plan to view over the weekend. Suggest that they share information on the purpose of the program, the plot structure, the use of settings and special effects, the quality of the acting, the authenticity of dialogue, the universal statements made.

2. Some students may use mime as a means of portraying a scene from an assigned video program. The presentation could be used as a springboard to a class discussion on the use of special effects in the program, i.e., verbal and non-verbal communication, special equipment, sound effects, scenery, etc.

3. Have students adapt a television commercial in order to promote or discourage the reading of books they have read, plays they have seen, or programs that they have viewed.

4. Have students use the interview/talk show format to review books read, plays seen, or programs viewed. One student will assume the role of author and another the interviewer or critic.

5. Hold a "reading party" at which some or all of the students will read favorite stories or poems. Hold practice sessions. Have them write invitations to parents, faculty, etc., in order that they may have an extended audience.

6. Have the student select a poem and read it aloud to several people, preferably of different age groups. Have him record their comments, in writing or on tape. The poem can then be read to the class, the remarks can be read or heard and the class can evaluate both the reading and the comments.

7. Ask students to bring ads about one subject to class, then assemble into groups to analyze the type of appeal made and the effectiveness of each ad. The group can present a unified evaluation of the ads, citing strengths as well as weaknesses.

8. Have students select a character from a book read who displays one or more weaknesses and ask them to find fallacies of reasoning committed by that character.

ORAL AND WRITTEN COMPOSITION

Public Speaking

Creative Dramatics

Interviews

Group Discussions

Audience Awareness

Sentence Development

Sentence Combining

Patterns of Organization

Outlining

Topic Sentence

Thesis Statement

Descriptive paragraphs and themes

Expository paragraphs and themes

Persuasive paragraphs and themes

Narrative paragraphs and themes

Functional Writing

TO THE TEACHER

COMMENTS OF THE COMMITTEE ON TEACHING COMPOSITION

Oral language is the basis of written language, but written language involves more than "talk written down." Children learn to speak long before they learn to write. When children come to school, they already have a substantial command of language which further develops during the school years. Writing and reading are extensions of the oral language-communication process.

Talking can also be an important motivation for helping students write. Brainstorming ideas about a topic in a classroom discussion can precede the actual organizing of ideas on paper. Interviewing techniques in a job interview situation may help motivate students to express ideas about themselves on practice job applications. Interviewing people for facts could precede writing a report. Creative dramatics or spontaneous role-playing may motivate the writing of plays. Hence, in the learning-to-write process, teachers must capitalize on the oral language expressive abilities of the students.

The writing process in the classroom must be integrated with real-life communication situations such as personal diary writing, letters to editors of magazines, friendly letters, report writing, and reporting for a school newspaper. These are everyday situations. Since writing is a communication process, learning to write must be a language-communication experience.

Although oral and written language are interrelated, there are some fundamental differences between the two forms of communication (Schallert, Kleinman, Rubin, 1977). Non-verbal clues to meaning (gestures, tones of voice, facial expressions) are part of oral communication but not part of writing. Furthermore, a speaker can modify his/her message during a delivery as a result of concurrent feedback. Oral language involves spontaneous editing, if any; but written language can be edited and revised before the message is sent. Thus, students need to be aware that the process of writing is more than talk written down with punctuation, capitalization, and spelling.

Writing, which has been described as a production process, is defined in the NCTE statement "Standards for Basic Skills Writing Program" as "the process of selecting, combining, arranging, and developing ideas in effective sentences, paragraphs, and often, longer units of discourse." Research on the composing process has defined three general stages: pre-writing, writing, and post-writing. Pre-writing includes all of the preparatory efforts such as thinking, talking, planning, and organizing. Writing refers to the complex psychological process of making a start, finding a tone, establishing the audience, and developing the topic. Post-writing refers to editing, revising, and evaluating (King). These three general stages may occur in a cyclical process before a composition is polished to the writer's satisfaction, and individual writers will vary the sequence of steps within the general stages. The total writing process should provide the context for the teaching of mechanics of writing. The first post-writing stage is the appropriate time in which to teach grammar usage, punctuation, capitalization, spelling. Drill and practice on mechanics of writing in isolation from the writing process has demonstrated little transfer of learning to original writing. (Marcus, 1977).

It is necessary to make a distinction between grammar usage and grammar. Grammar usage refers to conventions of language such as appropriate use of shall/will, agreement of subject and verb, appropriate uses of pronoun cases, etc. Grammar refers to the study of the structure of language. Grammar usage has a direct relationship to composition; i.e., in order to write edited American English, it is necessary to be able to apply correctly grammar usage rules. Grammar, however, has been shown by numerous research studies (Mellon, 1969, O'Hare, 1970) not to have this same simple, direct relationship to composition. It is now evident that the teaching of any grammar (traditional grammar, structural grammar, transformational grammar, etc.) does not necessarily improve writing skills. Recent descriptions of the structure of the English language such as transformational grammar, semantics, and etymology furnish valid and interesting content for the language arts curriculum. The study of grammar should not be viewed as a prerequisite or component skill for composition.

The following process (adapted from Marcus, 1977, Koch and Brazil, 1978) is one of the many possible ways of embedding the teaching of mechanics in the context of the individual student's writing:

Pre-Writing: motivation, desire to write, purpose to write, reading, talking, collecting, and generating ideas, research, organizing ideas (with or without formal outline).

Writing: putting ideas on paper; content is the highest concern.

Post-Writing: reading the composition with others or to oneself; revising ideas; checking mechanics of writing; teaching of alternate or more appropriate sentence structure, usage, style, mechanics, etc.; applying these skills to revise the composition.

Re-Writing: composing the final draft.

Post-Writing: proofreading, sending the message, and receiving a response (more than a grade or correction).

The use of different dialects and styles of language depends on the situation and audience involved in the communication act. The view that the communication of nonstandard English speaking children is underdeveloped, corrupt, or defective has been successfully disproved by sociolinquistic research on regional and social dialects (Labov 1972 a, b; Shores, 1972; Burling, 1973) and by research on the acquisition of black English vernacular (Steffensen, 1974, 1978). Furthermore, an Ann Arbor, Michigan, court has ruled that the school district must provide a plan for teacher inservice to help teachers gain knowledge of how to teach children who use a set of rules different from other English dialects (C.F.Burling, 1973). Thus, it is necessary for teachers to respect the home language of the child even though it may not be a standard variety. However, schools should provide the opportunity for children to learn and to practice the alternate standard English patterns, for society expects standard English patterns in certain formal situations, particularly in business and professional situations.

Three elements in a program for instruction of alternate standard dialect forms have been identified by Marcus (1977):

1. Children must learn to discover the differences between the home dialect (without rejecting the home dialect) and the standard dialect:
2. The child must be motivated to learn the standard dialect;
3. There must be many opportunities to practice the standard dialect in real life situations (e.g., writing letters, practicing job interviews) rather than in isolated grammar workbook activities which have failed in the past.

Language, in addition to varying with geographical regions and social classes, also varies according to the formality of the communication situations. In oral communication, an informal telephone conversation will contain different speech patterns than will a phone call in which the speaker is requesting a job interview. In written communication, the language of an informal post card might contain sentence fragments or more familiar vocabulary than would a formal business letter. Therefore, the teacher's responsibility is to extend the student's knowledge and facility in using language appropriate to various situations

References:

Anderson, R. C.: Schema - Directed Processes in Language Comprehension. (Tech Report No. 50). Center for the Study of Reading, University of Illinois, 1977.

Burling, Robbins: English in Black and White. New York: Holt, 1973.

Chomsky, Carol: Acquisition of Language from Five to Ten. MIT Press, 1969.

Chomsky, C.: Stages in Language Development and Reading Exposure. Harvard Educational Review, Vol 42, 1972, 5-32.

Goodman, K.S.: Analysis of Oral Reading Miscues: Applied Psycholinguistics. Smith, F. (Ed.) Psycholinguistics and Reading. New York: Holt & Company, 1973.

King, M.L.: "Research in Compositions: A Need for Theory," Research in the Teaching of English, 12 (3) 1978, 193-202.

Koch, C. and J.M. Brazil: Strategies for Teaching the Composition Process. Urbana, Ill., National Council of Teachers of English, 1978.

Labov, William: Language in the Inner City: Studies in Black English Vernacular. Philadelphia: University of Pennsylvania Press, 1972a.

Labov, William: Sociolinguistic Patterns. Philadelphia: University of Pennsylvania Press, 1972b.

Labov, William: Language Development: Kindergarten through Grade Twelve. Urbana, Ill., National Council of Teachers of English, 1976.

Marcus, Marie S.: Diagnostic Teaching of the Language Arts. New York: Wiley, 1977.

Mellon, J.C.: Transformational Sentence - Combining. Urbana, Ill., National Council of Teachers of English, 1959.

O'Hare, Frank: Sentence - Combining: Improving Student Writing Without Formal Grammar Instruction. Urbana, Ill., National Council of Teachers of English, 1971.

Pearson, P.D., and D.D. Johnson: Teaching Reading Comprehension. New York: Holt & Company, 1978.

Ruddell, R.B. Reading - Language Instruction: Innovated Practices. New York: Prentice-Hall, 1974.

CONTENT: Oral Composition: Explaining Processes

OBJECTIVE: The student will research, organize, and present an oral process essay.

SKILLS:
- Locates information
- Selects and limits a topic
- Reviews note-taking techniques
- Adapts oral and written material to audience
- Develops outlines

ACTIVITIES

1. Introduce students to several "How-to" or "How-it-works" books from the library. Direct them to check out one book in a subject area of interest to them. Next day have the students bring the books to class to examine the organization and to discuss how much of the described process could be included in a brief oral presentation.

2. During the next two weeks review note-taking techniques and outline form. Take one or two class periods to allow each student to actually make an outline of material that would adequately explain a process.

3. Assign as a culminating optional activity an oral process essay to be delivered to the class. Suggest that, when possible, they bring demonstration materials to show "how it works" or to explain "how this was made."

   Ex: Mary selects Slapdash Alterations, or How to Recycle Your Wardrobe by Barkin and James. During the preliminary examination of the book, she discovers that the first three entries in the table of contents are general motivating material and will make a great introduction to her talk. The remaining chapters deal with specific alteration ideas. Obviously, she can't demonstrate all the ideas in a five-minute talk and must decide during the two-week planning period which one or two ideas she will use. Her notes will begin to look something like this.

   Slapdash Alterations

   1. Something new from closet full of disasters
   2. Easy to do, even without real sewing skill
   3. Inexpensive

How to start

1. Sort clothes into piles: good, possible, impossible
2. Study fashion pages
3. Have swapping session with friends for "impossibles"
4. Begin with super-easy remake
5. Collect essentials (Needles, tailors chalk, etc.)

Ideas

1. Wool vest from old jacket
2. Blouse from old dress
3. Jumper or sundress from old dress
4. Shorts or skirt from old jeans
5. Tote bag from old raincoat

4. Mary decides to demonstrate the "tote bag" because it is an idea that boys as well as girls might use since it would be handy for a camping trip or for swimming gear. She concentrates on this chapter and completes her notes. She draws diagrams on poster board for her speech instead of actually sewing a "tote" for her demonstration.

Now she is ready to complete her outline and make her speech.

CONTENT: Written Composition: Sentence Development

OBJECTIVE: The student will increase syntactic maturity through sentence manipulation.

SKILLS:
- Writes noun-verb-direct object sentences
- Writes noun-verb-adverb sentences
- Writes noun-verb-indirect object-direct object sentences
- Writes noun-linking verb-predicate nominative predicate adjective sentences

ACTIVITIES

1. Write several kernel sentences on the board. Explain to the class that a kernel sentence conveys the simplest idea that can be communicated:

   The following may serve as examples:

   Debbie sold
   The boy mows
   Terry snatched
   The children are sleepy
   Liza dances
   Juan is tall

2. Explain to the class that a kernel sentence consists of a subject and a verb but lacks modifiers and completers that are basic to oral and written communication. Ask students to expand the kernel sentences to complete units of communication.

   a. To form a simple sentence containing a direct object, ask students to identify the receiver of the action verb sold.

      Example: Kernel sentence: Debbie sold
      Debbie sold apples at the Halloween party.

   b. Simple sentence containing an indirect object and a direct object.

      Debbie sold the $\underset{\text{(i.o.)}}{\underline{\text{principal}}}$ five $\underset{\text{(d.o)}}{\underline{\text{crates}}}$ of apples at the Halloween party.

c. Complex sentence containing an indirect object, direct object and an adverbial modifier.

After Debbie sold the principal five crates of apples, she skipped merrily around the counter.
(i.o) (d.o.) (adv.mod.)

D. To form a simple sentence containing a predicate nominative or predicate adjective, ask students to list some linking verbs and complete the example with either a word that describes the subject (predicate adjective) or one that renames the subject (predicate nominative).

Example: Kernel sentence: Juan is tall.

Juan is the tall, handsome son of the King of Spain.
(p.n.)

The young prince looks extremely happy.
(p.adj.)

3. Select a paragraph from an article or an essay and have students reduce sentences to simple kernel sentences. Then have them expand and build the kernel ideas into more complex sentences.

4. Have students read aloud examples of their best sentences. Then have them write examples containing direct and indirect objects, predicate nominatives, predicate adjectives and adverbial modifiers.

5. Students may use the journalistic questions, who, what, when, where, why, how, which one, and what kind, to expand kernel sentences.

Reference: Cahill, Robert B. and Herbic, Herbert J.,
Stack The Deck.
Chicago, Ill: 1976

CONTENT: Written Composition: Sentence Development

OBJECTIVE: The student will directly manipulate sentence structures to increase syntactic maturity.

SKILLS:
- Identifies and uses clauses
- Identifies and uses phrases
- Identifies the function of the adjective in the sentence

ACTIVITIES

1. To improve syntactic maturity, have students directly manipulate sentence structures. Select from current writings or construct a pair of sentences related to a single idea. Have students orally combine the two sentences into a single complex sentence containing an adjective clause.

   Example: Sentences - The students were exhausted from exercising. The students sat on the gym floor.

   Combined Sentence - The students who were exhausted from exercising sat on the gym floor.
   (Adjective Clause)

2. To increase the sophistication of the syntax, have students orally reduce the adjective clause to a participial phrase or a prepositional phrase.

   Example: Exhausted from exercise, the students sat on the gym floor.

3. Select sentences containing an adjective clause. Have students reduce the clause to a participial phrase or a prepositional phrase.

   Example: Sentence with Adjective Clause -- The boy who had been repairing his motorbike was covered with grease.

   Sentence with Participial Phrase -- The boy repairing his motorbike was covered with grease.

   Sentence with Adjective Clause -- The student who had an after-school job always turned in his homework late.

   Sentence with Prepositional Phrase -- The student with an after-school job always turned in his homework late.

4. The procedure of sentence-combining can be reversed for additional practice.

   Example: Combined Sentence -- Delighted by the movie *Ten*, the guys spilled out onto the sidewalk, talking excitedly.

   Single Sentences -- The guys were delighted by the movie *Ten*. The guys spilled out onto the sidewalk talking excitedly.

5. After students combine sentences orally, assign a few sentence-combining exercises to be done in writing.

6. In order to provide a content for application of sentence-combining, have the students write an original composition at least one paragraph in length. Suggest several current, interesting topics for teenagers, such as disco, roller skating, biking; or have students assist them in the writing process.

7. On the following day, have students pair off to read and critique each other's compositions. During this editing activity, students should look for opportunities to improve sentence structure by combining sentences and reducing syntactic structures to increase syntactic maturity.

References: Daiker, D. A., Kerek, A., amd Morenbert, M.,
Sentence Combining and the Teaching of Writing
Selected papers from the Miami University Conference
Studies in Contemporary Language #3
Department of English, University of Akron and the University of Central Arkansas

O'Hare, Frank,
Sentencecraft: *An Elective Course in Writing*
Lexington, MASS: Ginn and Company, 1975

Jantzen, Steven.
Scholastic Composition
New York: Scholastic Book Services, 1980

CONTENT: Written Composition: Sentence Expansion

OBJECTIVE: The student will use vivid words, phrases, and clauses to expand simple sentences.

SKILLS:
- Parts of speech
- Parts of the sentence

ACTIVITIES

1. Write on the board a core sentence and this list of instructions:

    1. Change the verb to a more vivid one.
    2. Change the noun to a more exact one.
    3. Add a word that describes the noun.
    4. Add a word (or words) that tells "how."
    5. Add a word (or words) that tells "when."
    6. Add a word (or words) that tells "where."
    7. Add a phrase that explains "why."
    8. Reorder and rephrase the sentence to make it read as smoothly and effectively as possible.

    Work through the core sentence, using suggestions from the class.

    Ex: The girl laughed.

    1. The girl giggled.
    2. The teenager giggled.
    3. The pretty teenager giggled.
    4. The pretty teenager giggled spastically.
    5. The pretty teenager giggled spastically all during sixth hour.
    6. The pretty teenager giggled spastically all during sixth hour English class.
    7. The teenager giggled spastically all during sixth hour English class, for she suddenly had realized she belonged in a fifth hour English class.
    8. Rephrase to smooth.

    Divide the class into groups. Have each group expand other core sentences by going through the eight steps.

CONTENT: Written Composition: Audience Awareness

OBJECTIVE: The student will write a short assignment addressed to a defined audience.

SKILLS:

- Listens to conversations between a student and a teacher, and between two students on a chosen topic
- Discusses the differences between the two conversations and the reasons for the differences
- Writes one letter on an assigned topic to a student
- Writes one letter on the same assigned topic to his teacher or parent
- Writes to a defined audience

ACTIVITIES

1. Introduce the concept of writing to a particular audience by using your own examples.

2. Read to the class the basic data from some famous piece of literature - an outline of the basic facts from "Richard Cory" by Edwin Arlington Robinson, for example. "The Lottery" by Shirley Jackson; "Mr. Flood's Party" by Edwin Arlington Robinson; any of Robert Browning's dramatic monologues; or any poem or short story of love, murder, or intrigue may be used. You may want to invent some particulars.

   Example:

   > Richard Cory was in his late fifties. After graduating from Princeton with a liberal arts degree, he inherited a large estate from his father, J. P. Cory, the steel magnate. Cory was well known for his excellent manners and elegant dress. Despite his immense wealth, he never lorded it over the conversation with them. Nevertheless, envious glances were often seen coming from the townspeople when he walked by. On July 8, in the morning around nine o"clock, his butler, Peabody P. Priss, discovered Richard Cory's body in Cory's study. Cory had shot himself in the head.

3. You may want your students to take notes while you read your summary. Once the summary is read and notes taken, give each student one of the following writing tests to be done in class (approximately twenty - thirty minutes). Stress that in writing the assignment they are to choose the appropriate facts and language to fit the audiences to whom they are writing.

Writing tasks:

- a. A newspaper account of Cory's death.
- b. A letter from Cory's wife to her aged mother.
- c. An autopsy report.
- d. A society column about the suicide and the funeral.
- e. The sheriff's report.
- f. A letter from Peabody P. Priss to his friend, High Brow, valet to Senator J. J. Gross, III.
- g. Make up your own assignment.

4. Once the papers have been written, volunteers may be invited to read their work to the class.

5. After each paper is read, the class may discuss the language appropriateness and the selection of details.

6. At the end of the discussion about writing to an audience, read the poem to the class. Discuss the poet's language and its relation to his particular purpose and audience.

7. As additional practice, present a conversation between a student and a teacher or parent. This could be accomplished by using an audio tape, video tape, or through role-playing. Suggested topics include use of a family car, house rules for dating, a major class assignment; in general, any topic that is of keen interest to both the students and the adults.

8. Then present a conversation on the same topic used in number 7 that takes place between two students. This conversation could be presented live or on audio or video tape.

9. Assign the students to small groups to discuss the differences between the conversations and the reasons for the differences. Have one student from each group present the small group's points of discussion to the entire group.

10. Ask each student to write a letter. The intended audience for this letter should be another student in the class. Allow each student to select his/her intended student. Use the same topics from the pre-writing steps.

11. After the students finish writing the letter in class, have each student deliver his/her letter to the intended student. A period of reading and discussion among the students should occur.

12. Assign the writing of a second letter on the same topic to a teacher or parent. In making the assignment, review the differences in writing caused by a different audience.

13. Give informative feedback to the students about the effectiveness of audience adaptation for their two letters.

Reference: Koch, Carl and James M. Brazil.
Strategies for Teaching the Composition Process.
NCTE Publication, Stock No. 47518, 1978.

CONTENT: Written Composition: Audience Awareness

OBJECTIVE: The student will be able to write a three to five paragraph definitive theme on a colloquial term or phrase.

SKILLS:
- Recognizes the difference between denotative and connotative meanings of words
- Realizes the importance of vocabulary in written communication

ACTIVITIES

1. Place terms or phrases common to students' vocabulary on the board. Include examples from all representative ethnic groups of students in your class. Also, have students contribute some terms or phrases, and place these on the board also.

   Examples: "turned on," "cool," "fox," "munching out," "talking," "main man," "I'm in to ..."

2. Have students discuss orally the meaning of each expression. Compare various responses, and discuss possible derivations. Have students record these definitions.

3. Follow the oral discussion with students' findings and write the literal definitions by using the dictionary.

4. Let students compare and contrast the two definitions that they have recorded, personal and literal. Ask them to indicate in which situations and with what audiences each meaning would be used. Discuss these responses orally.

5. Allow students to select one term or phrase for a three to five paragraph theme defining it.

6. Before students begin their themes, present and discuss a model of a definitive theme.

7. After students have written their first draft, have them locate all the pronouns used in their themes. Discuss the nominative and objective cases of pronouns. Have students indicate the case and use of all pronouns located in their papers.

8. Assign revisions and re-writing before final paper is submitted for teacher evaluation.

9. After papers have been graded, review cases of pronouns by using specific errors from students' papers.

References: Models for Writing, K-12, (Bulletin 1484)
Compiled and edited by Dr. Barbara J. Cicardo and Mrs. Cornelia B. Barnes
Louisiana State Department of Education, 1977

McCall, John,
How To Write Themes and Essays
New York: Monarch Press, 1966

Warriner, John E.,
Advanced Composition: A Book of Models for Writing
New York: Harcourt Brace Jovanovich, 1977

CONTENT: Written Composition: Sensory Descriptive Paragraph

OBJECTIVE: The student will write a short paragraph which reflects an awareness of conveying sensory impressions through a careful choice of words.

SKILLS:
- Exchanges impressions or reactions to the material provided
- Uses commas in simple phrases and clauses in a series, and consecutive adjectives
- Uses commas with introductory words, phrases and clauses
- Writes a short descriptive paragraph after handling, smelling, tasting, hearing or seeing an object/sample.
- Reads other students' paragraphs to determine examples of vivid and accurate description

ACTIVITIES

1. Assign students to small groups. Provide students with one or two objects, such as those listed below:

Objects That Stimulate Taste Sensations

toothpaste
cotton candy
a hot fudge sundae
a licorice stick
cough medicine
peanut butter
salt and pepper

Objects That Stimulate Tactile Sensations

salt and pepper
a cotton ball
a metal spoon
a sponge
sand or sand paper
an ice cube
a kiss
a silk shirt
a stuffed animal

2. Encourage the students to handle, taste, smell, and express their reactions/descriptions to other group members. Direct their attention to responses which are accurate, imaginative, or colorful.

   Example: Toothpaste tastes cool like spring water, creamy, smooth, grainy, liplicking, fresh, minty.

   A sponge feels soft, light, porous, elastic, holey, mashable.

3. Use the "closed container" technique in which an object is concealed. The student places his hand inside the container and feels an object. He doesn't remove the object; however, he does keep his hand on the object as he describes it to the class. The student then guesses what the object is, and the other students agree or disagree. The object is then revealed.

4. Review the rules for commas in a series of words, phrases, clauses and consecutive adjectives.

5. Supply passages containing series of clauses, phrases, and adjectives without commas. Instruct the students to place the commas where needed. Correct the exercises in class and ask students to orally give reasons for the placement of their commas.

6. Assign the writing of a descriptive paragraph based on a sensory impression.

   a. In one paragraph make your readers actually see:

      a football game
      trees on an autumn day
      what you ate for dinner last night
      sunshine reflected on snow
      a fire blazing out of control

   b. In one paragraph make your readers actually hear:

      strange noises in the middle of the night
      the opening of a bottle of warm soda
      silence
      the dentist's drill
      a car without a muffler

   c. In one paragraph make your readers actually smell:

      a newly painted room
      cigar smoke
      pizza
      sour milk
      a sping day

d. In one paragraph make your readers actually taste:

toothpaste
cotton candy
a hot fudge sundae
cough medicine
peanut butter

e. In one paragraph make your readers actually feel:

ice cold water
a kiss
an elephant's skin
a silk shirt
a sponge

6. Allow students to read each other's papers and evaluate them, both for mechanical errors (especially commas in series) and accuracy of communication.

7. Assign revisions and re-writing before collecting final papers for teacher evaluation.

CONTENT: Written Composition: Descriptive paragraphs

OBJECTIVE: The student will write two or three paragraphs, establishing the mood of a literary subject, photograph.

SKILLS:

- Reads a literary selection which establishes a definite mood
- Discusses the specific words, phrases, literary devices which help to set the mood and tone of the selection
- Discusses various aspects of a photograph which help to set a mood
- Writes paragraphs using descriptive words to establish a specific mood
- Uses transitional words, phrases, sentences, and paragraphs
- Uses comparative and superlative adjective forms correctly

ACTIVITIES

1. Select a short work which deals primarily with description. Examples include "The Slip-over Sweater" and "The Legend of Sleepy Hollow." Assign the class to read the selection and list specific words which help to set the mood. Have a class discussion in which all members can contribute in compiling a list of descriptive words and phrases.

2. Ask students to name colors which suggest specific moods. (See Writing Creatively - Amsco)

3. Divide the class into small groups. Give each group a photograph of a specific setting. Have the students determine the mood of the picture and discuss various adjectives, adverbs, comparisons, etc. which would help to describe the mood, and finally, create an oral presentation depicting the mood.

4. Get a copy of a painting that sets a specific mood, such as Picasso's "The Old Guitarist," or a picture of a soldier in a trench or of clashing football players, and assign each student a two to three paragraph descriptive composition establishing a specific mood.

5. Discuss comparative and superlative forms of adjectives. Require the students to change comparative forms to superlative forms. Tell students to use a certain number of each form in their papers.

6. Have students exchange papers and check the papers for transitional words and phrases and for the required number of comparative and superlative adjectives.

7. Allow students to rewrite the corrected rough drafts.

CONTENT: Written Composition: Interpretive paragraph

OBJECTIVE: The student will write a two paragraph precis or summary of an article and an evaluative critical response to that article, using both the footnote entry and the bibliographical entry.

SKILLS:
- Demonstrates literal comprehension in silent reading
- Evaluates in a critical response
- Writes precis
- Uses research-library skills
- Recognizes subject, predicate, direct object
- Recognizes a simple sentence
- Identifies and uses transitive verbs
- Recognizes and builds the noun-verb-direct object sentence pattern

ACTIVITIES

1. Have the students select an article to read from a magazine such as Reader's Digest, Newsweek, Time, Seventeen, Mechanics Illustrated, Cycle, People, National Geographic, Popular Mechanics, etc.

2. After students have read the chosen article silently have them summarize the article in one paragraph of ten sentences or less.

3. In the second paragraph assign students to write a critical response to the article.

4. Furnish students with a sample footnote entry and a sample bibliographical entry. Direct them in writing their own entries.

5. Using the noun-verb-direct object pattern, construct a sentence omitting the verb. Students will complete the sentence by supplying different transitive verbs in this pattern.

   Sentence: Carpenters ______________ houses.

   Possible Verbs:
   plan
   paint
   construct
   repair
   build
   demolish
   renovate
   remodel
   move

6. Explain the function of the noun or pronoun which follows the transitive verb in the above pattern.

7. Using their own papers, students will identify a sentence using the noun-verb-direct object pattern, labeling its parts.

8. For further development of syntactic fluency, discuss other patterns and have students identify them in their papers.

References: Campbell, W. G.,
Form and Style in Thesis Writing.
The Riverside Press, Cambridge, Mass.

MLA Style Sheet
Fundamentals of Research
Kenneth Publishing Co.

CONTENT: Written Composition: Interpretive Paragraphs

OBJECTIVE: The student will write interpretive paragraphs from pictures, political cartoons, etc.

SKILLS:
- Writes interpretive paragraphs from pictures, cartoons, etc.
- Discusses various interpretations of pictures, political cartoons, etc.
- Reads and edits other students' interpretive paragraphs
- Uses vivid verbs
- Uses proper indentation and margins
- Uses correlative conjunctions

ACTIVITIES

1. Select from newspapers, magazines, or picture books, such as *Stop, Look, and Write* and *The Writer's Eye*, pictures or cartoons for interpretation.

2. Choose a picture and permit the class to orally offer interpretations. Discuss the interpretations and state reasons why one interpretation is better than the others.

3. Select additional pictures for interpretation in small groups. Assign duties, such as group leader and recorder, to the small group members. Require a spokesman from each group to present the interpretations to the class.

4. Select a picture for written interpretation. Assign the writing of an interpretive paragraph which uses vivid verbs, proper indentation and margins, and correlative conjunctions.

5. Give the students a list of "dull" verbs like "said," "got," "walked," and "looked." Have students list vivid verbs to use in place of these dull verbs. Require students to use a specified number of colorful verbs in the writing assignment.

6. Review the margin and indentation requirements.

7. Reinforce the use of correlative conjunctions. List the conjunctions on the board and have students write a sentence with each pair. Require students to use at least one pair of conjunctions in their papers.

409

8. Assign the reading and editing of student papers for the elements listed in number 4.

Require the rewriting of the rough draft.

NARRATION

Vivid Verb Exercise

Fill in the blanks with vivid and exact verbs

Hank __________ up one of the boards and ____________ to the edge of the water. He ___________in until the water reached his ankles. In a well-remembered motion he ______________ the board into the water and _____________ forward and, at the same time, landed on the board while it still had motion. He squatted on the board and began to paddle.

The board ___________ into the first shattered wave. It was a wall of foam only a few feet high. The board ___________ up through the foam, ___________ through empty air and then _________ flat. Hank _____________ his weight onto his arms, _____________ his knees slightly from the board and when the board ___________against the water began paddling again.

The fourth wave was difficult. It came ____________ down on him, four feet of foam, _____________ through with green strands of water. He ____________ hard, with his cheek flat on the board. As the nose of the board __________ the wave, he ____________ his weight back to raise the board, and then, instantly, forward. The board ____________ into the foam; ____________ into the wave with a motion that was arclike, but moving forward. The wave ______________ at him, he lost way and then, almost as he stopped, it released him.

CONTENT: Written composition: Thematic Development

OBJECTIVE: The student will learn to organize multi-paragraph themes through an understanding of a structured model.

SKILLS:

- Writes topic sentences for paragraphs
- Develops a thesis statement for a composition
- Strengthens compositions by adding supporting details
- Edits compositions by deleting irrelevant material
- Corrects faulty parallelism
- Corrects misplaced modifiers and dangling participles
- Uses transitional words and phrases.

ACTIVITIES

1. The keyhole paradigm can be used to help students organize multi-paragraph compositions more effectively. This method of organization also applies to term papers. The basic sixteen sentence pattern essay can be used as an alternate to the keyhole paradigm (see model p. 213). Refer to Models for Writing K-12, State Bulletin 1484, for sample compositions. Before beginning this lesson, however, it is assumed that a unit on the topic sentence and the paragraph has already been taught.

2. Prepare for each student a handout which graphically explains the keyhole model (see next page). The wide part at the top of the keyhole contains broad generalization statements, ideas to capture the reader's attention (startling statements, topical events, a quotation, etc.). The introductory paragraph narrows to the last sentence which is the thesis statement.

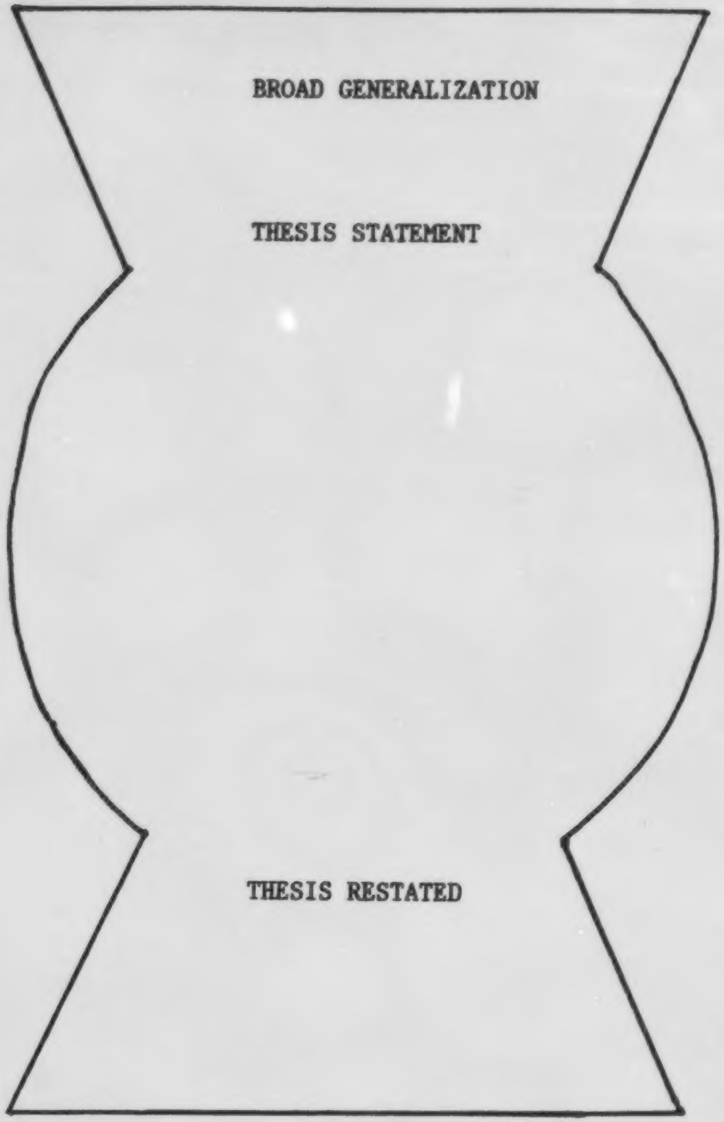
   The enlarged middle section of the model forms the body or developmental part of the paper. It should contain the writer's most important, dramatic or effective argument. Depending on the ability levels of the students, this section may contain two to five paragraphs.

   The concluding paragraph forms the bottom of the keyhole. In this paragraph, the student restates his thesis in some form. He may expand his arguments by stating several predictions and ending with a memorable clinching sentence.

3. Following the explanation of the diagram, give students a sample theme and review the parts again.

4. Help students word effective thesis statements. Put several on the board, then have the class give additional examples.

Introductory paragraph



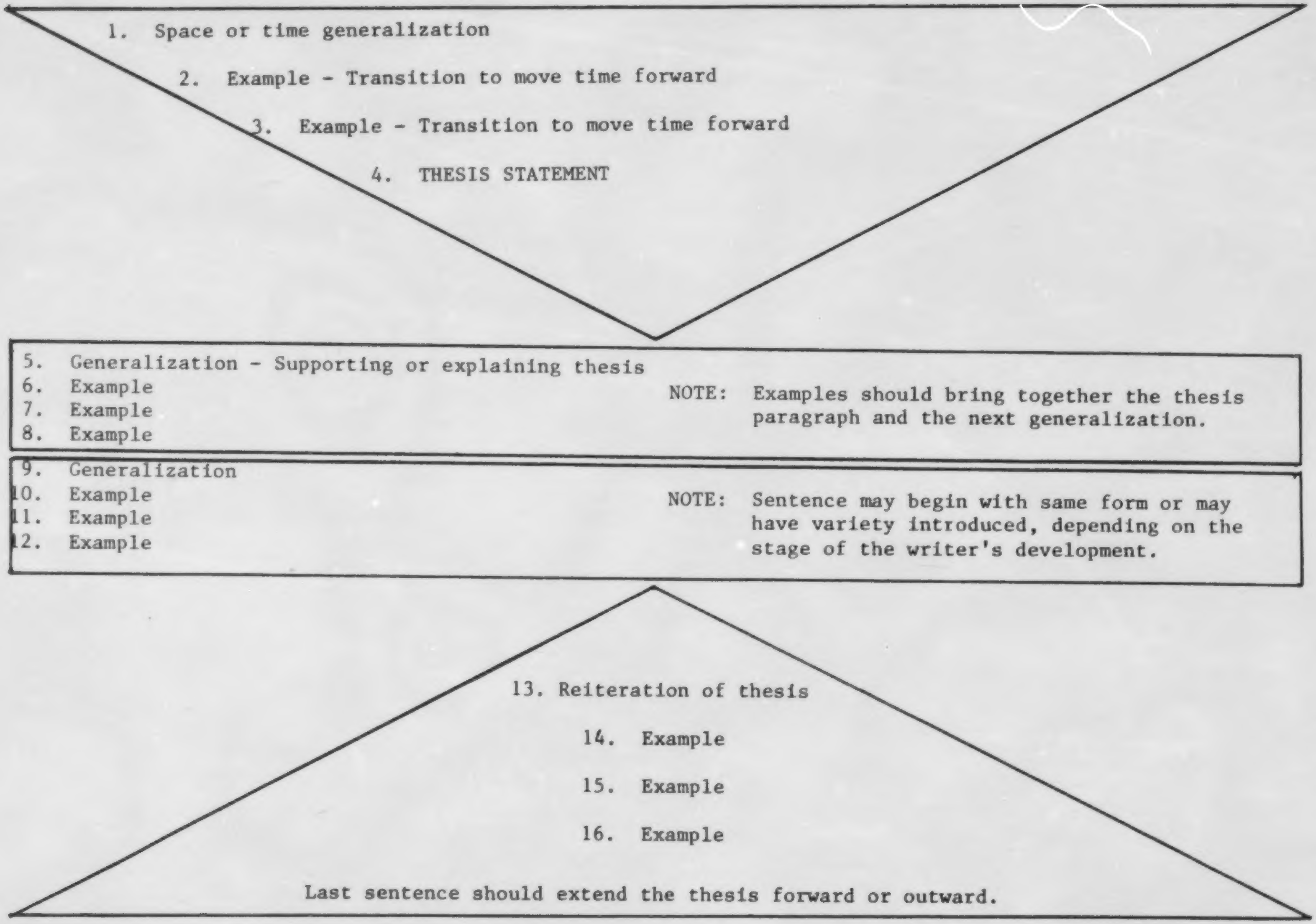
Body (two to five paragraphs)

The topic sentence for each paragraph should state a major argument in support of the thesis

Conclusion

KEYHOLE MODEL

NUMBER ALL SENTENCES. UNDERLINE GENERALIZATION IN EACH PARAGRAPH ONCE. UNDERLINE THE THESIS STATEMENT TWICE.



1. Space or time generalization
2. Example - Transition to move time forward
3. Example - Transition to move time forward
4. THESIS STATEMENT

5. Generalization - Supporting or explaining thesis
6. Example
7. Example
8. Example

NOTE: Examples should bring together the thesis paragraph and the next generalization.

9. Generalization
10. Example
11. Example
12. Example

NOTE: Sentence may begin with same form or may have variety introduced, depending on the stage of the writer's development.

13. Reiteration of thesis
14. Example
15. Example
16. Example

Last sentence should extend the thesis forward or outward.

Sample Composition I

Sentence 1 - Opening generalization statement
Sentence 4 - Thesis
Sentence 5 - First argument
Sentence 9 - Second argument
Sentence 13 - Re-stated thesis

(1) All over the country, people keep cats. Some people have very fancy cats. Other people have plain alley cats. (4) Whatever kind of cat it is, it makes the best pet of all.

(5) One reason is that cats are very little trouble. For instance, they are good hunters, and can feed themselves if they have to. They make themselves clean and neat after each meal. They don't demand very much attention.

(9) Additionally, cats are a treat to watch. Most cats are very pretty. A healthy cat has a fur coat that gleams. The way cats move is graceful and smooth.

(13) Cats really are the best pet. If people think about how little it costs to keep a cat, they will choose a cat for a pet when money is tight. As more people appreciate their beauty, more will decide to have a pet cat. There may be so many pet cats soon that we'll have animal doctors who specialize in "Cats Only"!

Sample Composition II

(1) Since the time Shakespeare presented Hamlet, men have been speculating about his characters. (2) In the writing of scholars since Elizabethan times, we find many articles on Shakespeare's Hamlet. (3) In later times, libraries abound in books that discuss this play. (4) Not only in the past, but today, Shakespeare's Hamlet makes a very interesting topic. (or) Not only in the past, but also today, Shakespeare's Hamlet provides useful and interesting possibilities for study.

(5) One reasons for this is the inner conflict of the character, Hamlet. (6) By nature and training he is a sensitive, rational, and educated man who is faced with a problem which only apparently irrational action can solve. (7) To save his life, he kills Rosencrantz and Guildenstern; and to avenge his father's death, he instigates a duel which ends in the King's, his mother's, and his own death. (8) Hamlet's

constant debate with himself and his subsequent actions create a fascinating drama which holds the audience's interest until the final resolution.

(9) Another reason for the interest in Hamlet is the suspense in the play. (10) Waiting to see if and how Hamlet will avenge his father creates interest. (11) The final outcome for the whole country is not clear until the end. (12) In addition, the characterizations of the Queen and Ophelia create suspense because their guilt or innocence cannot be determined until later acts and scenes near the end of the play.

(13) Because of Hamlet's inner conflict, its suspense and the interesting characters, the play will continue to be popular and writers will be drawn to it. (14) In fact, Hamlet's appeal to the psychological will contribute to its popularity with modern readers and writers. (15) Both the interest in psycho-analysis and man's subconscious as well as the enjoyment of a good plot being worked out will provide even greater stimulus for the study of Hamlet. (16) It is not impossible to imagine Hamlet being read and studied by persons taking interplanetary trips.

5. Ask students to select a topic of interest and word their position in a thesis statement which they will defend in a paper. You may begin a brainstorming session by making several provocative statements on subjects of interest to students. The topics could be on national, international, or local issues. Challenge students to take positions on topics about which they feel very strongly. They will tend to write more interestingly. Occasionally, have students shift their audience to the principal, the PTA, the school board, the student council, the President of the United States, the Governor of Louisiana, etc.

6. Ask students to write the first draft of their paper. Illustrate the use of transitional words and phrases and the role these elements play in tying together ideas in a written selection. Remind them of the importance of making their meaning clear and precise through the use of carefully placed modifiers. Ask them to observe the confusion caused by the misplaced modifiers in the following sentences:

   a. Jill read a book about President John F. Kennedy *who is writing a research paper on the Bay of Pigs fiasco*. (Jill, who is writing a research paper on the Bay of Pigs fiasco, read a book about President John F. Kennedy.)

   b. The poem expresses a great love of freedom *by Lord Byron* (The poem by Lord Bryon expresses a great love of freedom.)

7. Ask students to proofread their papers and to correct any dangling participles. Explain that a dangling participle is a phrase that cannot logically refer to any other element in a sentence. The following may serve as examples:

   a. *Peering through the binoculars*, the rare cockatoo was seen. (Peering through the binoculars, John saw the rare cockatoo.)

   b. The game was enjoyed *sitting in the box seats*. (The game was enjoyed by the parents sitting in the box seats.)

8. Have students exchange rough drafts and edit each other's papers for form and grammatical elements discussed.

9. For additional practice with the sixteen sentence model, give students copies of the following composition and ask them to arrange the sentences and paragraphs in proper order. (Activities taken from *Models for Writing*, Bulletin 1484.)

GAME EXERCISE II
SALT

Place in the proper order:

1. From very early times, salt has been an important ingredient in man's life.
2. Another reason that salt is so important is its health and/or medicinal value.
3. The first idea that comes to mind about the importance of salt is its relation to food.
4. In the remains of ancient cities, archeologists have found this mineral among the "everyday" items in the houses.
5. Salt adds to the flavor and also helps preserve certain foods.
6. In addition, cleansing wounds and bathing sores with salt is an old and reliable "curing" method.
7. Because salt is an expected ingredient in our food and also a necessary, useful health requirement, it will continue to be important in our everyday lives.
8. Through later periods of history, there have been many records, such as recipes and home medicine books, which mention the use of salt.
9. Using salt to "cure" or keep food without refrigeration is a well-known practice among campers and people who live in areas without electricity.
10. The high cost of food, especially meat, has made plain, less expensive items, such as spaghetti, more popular and, therefore, has increased the demand for seasoning.
11. Salt also keeps moisture in the body and is, therefore, a kind of thermostat which helps to keep our body temperature normal.
12. Not only in the past, but even today, salt is still a common and also necessary part of our everyday lives.

13. In the future, the uses of salt as a food and as a health item will be even greater as researchers discover more about this desirable and necessary common household item.

14. Many food items, such as bread, rice, gravy and soup, would seem "flat" and tasteless without this seasoning.

15. In fact, with the increase in "back to nature" foods, salt as a preservative is in some cases preferred to chemicals.

16. Every person needs a certain amount of salt to keep the body chemistry in a healthy balance.

Logical Order:

SALT

1. From very early times, salt has been an important ingredient in man's life. 4. In the remains of ancient cities, archeologists have found this mineral among the "everyday" items in the houses. 8. Through later periods of history, there have been many records, such as recipes and home medicine books, which mention the use of salt. 12. Not only in the past, but even today, salt is still a common and also necessary part of our everyday lives.

3. The first idea that comes to mind about the importance of salt is its relation to food. 5. Salt adds to the flavor and also helps preserve certain foods. 14. Many food items, such as bread, rice, gravy and soup, would seem "flat" and tasteless without this seasoning. 9. Using salt to "cure" or keep food without refrigeration is a well-known practice among campers and people who in areas without electricity.

2. Another reason that salt is so important is its health and/or medicinal value. 16. Every person needs a certain amount of salt to keep the body chemistry in a healthy balance. 11. Salt also keeps moisture in the body and is, therefore, a kind of thermostat which helps to keep our body temperature normal. 6. In addition, cleaning wounds and bathing sores with salt is an old and reliable "curing" method.

7. Because salt is an expected ingredient in our food and also a necessary, useful health requirement, it will continue to be important in our everyday lives. 10. The high cost of food, especially meat, has made plain, less expensive items, such as spaghetti, more popular and, therefore, has increased the demand for seasoning. 15. In fact, with the increase in "back to nature" foods, salt as a preservative is in some cases preferred to chemicals. 13. In the future, the uses of salt as a food and as a health item will be even greater as researchers discover more about this desirable and necessary common household item.

CONTENT: Written Composition: Multi-paragraph Development

OBJECTIVE: The student will write a three to five paragraph composition on a given topic.

SKILLS:

- Writes a thesis statement
- Outlines main points
- Writes introductory, developing, and concluding paragraphs
- Uses effective transitions
- Proofreads and edits--concentrating on punctuation, spelling, capitalization, usage, sentence development
- Recognizes and completes sentence fragments
- Recognizes and corrects run-on sentences

ACTIVITIES

1. Have students read a selection.

2. Discuss the selection with the class.

3. Give students a list of topics based on their readings.

   Examples: A Tale of Two Cities
   Topic: Compare and contrast Charles Darnay and Sydney Carton

   Lord of the Flies
   Topic: Using the four main characters, discuss the basic types of people as depicted by Wm. Golding

   Red Badge of Courage
   Topic: Cowardice

4. Have students select one of the given topics or an original one. Discuss with students possible information to be included.

5. Present an explanation (or review) on developing a thesis statement and on writing an outline.

6. Have students develop a thesis statement and an outline. As students work on this, circulate among them and offer suggestions.

7. Have students write a first draft of their themes.

8. Review basic proofreading and editing skills. Point out things such as run-ons and fragments. Include information and transition statements also. After the lesson, have students proofread and edit their own first drafts. Encourage them to add, delete or rearrange the sentences in their themes.

9. After students revise their compositions and hand them in, check them. Return them and, if possible, divide the class into groups to discuss common errors.

   Example: Those students whose main problem was sentence fragments could be grouped and given an activity to complete after they have gone over their paper thoroughly with you.

10. Have students submit their final drafts.

References: *Writing Skills: Expository Writing*.
Center for the Humanities

CONTENT: Oral and Written Composition: Process Analysis

OBJECTIVE: The student will write a process analysis paper of three to five paragraphs analyzing a process sequentially.

SKILLS:
- Writes a three to five paragraph explanation of a process on a given topic (or on topic selected by student)
- Recognizes the need for transition in effective sequencing
- Demonstrates the use of good organizational skills in own writing
- Edits papers in group interaction for rewriting of papers
- Prepares and presents speech to class

ACTIVITIES

1. Present orally the explanation of a process to the class. Use the materials or audio-visual aids to perform the process. Clearly describe each step in the process in an appropriate sequence. Select a process which is interesting to the students and which can be easily followed.

   Examples: How to braid hair
   How to apply eye makeup
   How to wash and wax a car
   How to tie a knot

2. Reinforce the steps in a process by using a written model of the same or another process.

3. Assign the writing of a three to five paragraph process essay. Give the students several topics from which to choose or encourage them to generate their own topics. Require the students to list the materials necessary to perform the process.

4. Organize the students into small groups to jot down ideas for the assigned/selected topic. After the students jot, help them to block or organize the jots for use in a process paper.

5. Have the students write a rough draft in class. Assist them as they need help in writing.

6. Have half of the students read their rough drafts to someone not participating in the class, such as a parent, friend, brother or sister to determine the clarity of the explanation.

7. Have the other half of the students present a short speech to the class, explaining and demonstrating the process that they have written about in their papers.

8. In class arrange the students in pairs or small groups to critique the proper flow in the process analysis. After the ideas and organization of ideas have been critiqued, have the students critique the compositions for errors in grammar usage, spelling, and punctuation.

9. Have students rewrite their papers, using the information from the two feedback sessions.

10. Read each student's paper carefully and provide constructive feedback through oral and written comments or on audio tape.

References: Models for Writing K-12
Bulletin 1484

Warriner, John E., Richard M. Ludwig, and Francis X. Connolly
Advanced Composition: A Book of Models for Writing
New York: Harcourt Brace Jovanovich, 1977 (Chapter 4)

West, William,
Developing Writing Skills
Tampa: University of South Florida, 1973

CONTENT: Written Composition: Expository Essay

OBJECTIVE: The students will write two or three paragraphs, stating opinions on world affairs, foreign affairs, school related issues, class discussion, or literary subjects, especially those dealing with cross-cultural issues.

SKILLS:
- Spells foreign plurals accepted in English
- Writes paragraphs stating opinions on literary subjects, class discussions, school-related issues, etc.
- Discusses school rules, practices, and events
- Discusses literary subjects
- Reads the school newspaper and literary works for background on literary subjects, class discussions, school-related issues, etc.

ACTIVITIES

1. Select prose passages that will invoke discussion of attitudes, stimulate critical writing, and contain spellings of foreign words, e.g., an international crisis, invasion of a country, discrimination against foreigners, immigrants, etc.

2. Allow students to share their ideas about the issues in the passages.

3. Have students write a list of ideas on paper, exchange papers, and expand on one another's list.

4. Assist students in stating their opinions and organizing their paper.

5. Assist them in composing a first draft, exchanging ideas with them, and challenging their ideas to stimulate their thinking in support of a position to be reflected in the paragraph development.

6. Because the topic may be cross-cultural, there may be some foreign words with foreign spellings. Thus, incorporate a lesson on foreign vocabulary and spelling: Ayatollah, junta, coup d'etat, detente, etc.

6. Help students to think of words which may have had their origin in other countries and languages; the purpose is to see the cosmopolitan nature of English vocabulary and spelling.

Spanish	French	German	Iranian
tortilla	ballet	sauerkraut	Ayatollah
pancho	rendezvous	seminar	shah
taco	a la carte	kaput	
toro	menu	gesundheit	
	fais-do-do		

Lead students to learn a variety of spelling patterns from foreign languages.

7. Encourage students to use some of the borrowed words and spellings in their compositions.

8. Allow students to share their rough drafts with each other.

9. Students should proofread their rough drafts for spelling, syntax, organization, etc.

10. Follow up: Hold a press conference in class on some current topics.

CONTENT: Written Composition: Expository Composition

OBJECTIVE: The student will write a multi-paragraph expository theme of definition.

SKILLS:
- Writes a multi-paragraph theme of definition
- Chooses verb forms to agree with subjects
- Uses same verb tense throughout the theme
- Uses topic sentences and examples
- Uses appositives correctly

ACTIVITIES

1. The definition paragraph or composition should adhere to the principles of logical development (topic sentences, transitions, clinchers, etc.) and should include the following: (1) a dictionary definition of the word; (2) a brief explanation of the connotative meaning of the word; (3) the etymology of the word, along with an attempt to relate the original meaning of the word to the present meaning; (4) a synonym for the word with a comparison and/or contrast of the subtle differences in the meanings of the synonym and the original word being defined; (5) a concrete example or incident which dramatizes and further supports and elucidates the present connotative meaning of the word. Sample topic sentence: "A full understanding of the word 'ambiguous' comes by examining the word in several different ways."

2. Write a somewhat abstract word on the board like hero or anger. Call on students to name examples of a hero or anger (e.g., A hero is a person who ...). Write all of the examples on the board under the word. Ask students to group the similar examples. Discuss why the examples are alike or different. Choose one group of examples and orally lead the class in deriving a definition based on the examples. Write these definitions on the board and indicate which one is more accurate.

3. Distribute examples of a theme of definitions for students to read and analyze. Have them list the topic sentences and the examples under the topic sentences. Examples include "A Military Map" in How to Write Themes and Essays by Monarch Press or the chapter on "Define an Abstract Term" from Writing: Unit Lessons in Composition 3B by Ginn.

4. Review subject-verb agreement. Supply exercises in which students must choose the correct verb.

5. Remind students about maintaining one basic verb tense throughout the composition. For this paper present tense forms are appropriate.

6. Select several sentences containing appositives. Have students label the appositive and identify the word the appositive explains. Reproduce a news article containing appositives but omitting the commas. Have students insert the commas. Assign the writing of a required number of original sentences containing appositives.

7. Write an abstract word like *infatuation*, *honesty*, *loyalty*, or *guilt* on the board. Tell students to list at least three examples for any one word. From these examples, students are to write a definition of their own.

8. Assign the writing of a theme of definition which includes a definition derived from at least three examples.

9. Require students to exchange rough drafts and edit one another's themes for the definition, examples, subject-verb agreement, present tense, topic sentences, and appositives.

10. Allow students to write final copies.

CONTENT: Oral Composition: Group Discussion

OBJECTIVE: The student will participate in a group discussion on a given topic.

SKILLS:
- Participates in a group discussion
- Understands the nature, value, and uses of discussion
- Learns techniques of effective discussion, leadership, and participation

ACTIVITIES

1. Explain to students that the primary goal of a discussion is to find, through the exchange of information and ideas, a solution or answer acceptable to all of the members of the group.

2. Set up the following problem for the group to discuss and to arrive at a viable solution:

    Located at Swedish Hospital in Seattle, Washington, is the famous kidney machine. A marvel of technological ingenuity, it is the only hope of life for people with a rare kidney disease.

    In actuality, the machine functions as a kidney for people who have lost the use of their own. By connecting themselves to the machine for twenty-four hours each week, people with renal failure can remain alive indefinitely--or until they are killed by some other ailment not connected with their kidneys.

    There are several problems associated with using this machine, for there are many more people who need it than there is time available on the machine. In fact, only about five people can be placed on it at any one time. Doctors examine all potential patients and determine those who could profit most from connection to the machine. They screen out those with other diseases, for whom the machine would be only a temporary expedient, and they turn their list of recommended patients over to the hospital administration. At present, the doctors have submitted the names of five persons for one place on the machine.

    The committee assembled to make the decision has been given a brief biography of each person appearing on the list. It is assumed that each person has an equal chance of remaining alive if allowed to use the machine. Thus, the committee is asked to decide which one of these may have access to the machine.

You are asked to act as if you were a member of this committee. Remember, there is only one vacancy, and you must fill it with one of these five people. You must agree, unanimously, on the single person who is to be permitted to remain alive, and you must decide your own criteria for making this choice.

The only medical information you have is that people over forty seem to do poorer on the machine than those under forty (although they do not necessarily find it useless). It is up to you.

3. After each group has completed its discussion, you may ask each student to use his group solution as a thesis statement in a short written composition.

Reference: The 1974 Annual Handbook for Group Facilitators.
University Associates Publishers, Inc.

CONTENT: Written Composition: Persuasive theme
Oral Composition--Group Discussion

OBJECTIVE: The student will write a three to five paragraph persuasive theme on a topic generated from group discussion.

SKILLS:
- Participates in group discussions
- Organizes and develops a sentence outline of topic
- Spells, capitalizes, and punctuates correctly
- Develops topic sentence and gives supporting details
- Uses transitional devices to link sentences and paragraphs
- Uses effective introduction and conclusion
- Uses a variety of sentence patterns
- Uses outline as a basis for developing composition

ACTIVITIES

1. Introduce current topics relevant to students such as capital punishment, gun control, abortion, euthanasia, the Equal Rights Amendment, draft registration for the Armed Services. Have printed and audio-visual materials about the topics available in class. Have each student select a topic.

2. Group students according to their selected topic. Have each group elect a chairperson and discuss the topic.

3. Make a formal presentation to the class on persuasive techniques in writing. Follow the presentation with a class period devoted to reading and analyzing models of persuasive writing. Several excellent references are given on the next page.

4. Assign students to locate and study additional materials such as newspaper articles, news magazines, and television documentaries. Require students to take notes on the material and present the notes for teacher evaluation.

5. After the notes have been evaluated and returned, have small group discussions again in order to promote a sharing of the gathered information.

6. Review sentence outlining with the class. Assign the writing of a sentence outline for a three to five paragraph persuasive theme on the selected topic. Correct the students' outlines and return them.

7. Assign the writing of a three to five paragraph persuasive theme according to the sentence outline, utilizing the notes previously taken. Have the major portion of the writing done in class. Give support, encouragement, and assistance to each student.

8. In the small groups again, have students read and critique each other's papers for use of effective persuasive techniques.

9. During another class period, conduct a review of sentence patterns, and sentence structure with students using their own papers. Ask students to recall and write the following sentence patterns on the board:

   Noun-verb-direct object sentence
   Noun-verb-adverb sentence
   Noun-verb-indirect object-direct object sentence

   An alternate method is to present these patterns using an overhead projector, the chalkboard, handout, or a handbook of grammar. Have students identify these sentence patterns in their own writing by marking the pattern above the written sentence. Also have students examine their sentences to determine whether compound sentences could be structured more effectively as complex sentences. Additional review and work on improving sentence structure can be incorporated at this time.

10. Evaluate each student's persuasive theme. Give informative feedback about the effective use of persuasive techniques. As incidental evaluation, give informative feedback regarding the students' use of sentence structure.

References: Ashmead, J. Heintz, A.C., and Shuster, E.
Synthesizing: An Elective Course in Composition.
Lexington, Mass.: Ginn and Company, 1975.

Corbett, Edward P.
Classical Rhetoric for the Modern Student.
New York: Oxford University Press, 1971. (2nd edition)

McCroskey, James, ed.
Introduction to Rhetorical Communication.
Englewood Cliffs, N.J.: Prentice-Hall, 1978 (3rd edition)

Commission on English, ed.
Twelve Thousand Students and Their English Teachers:
Tested Units in Teaching Literature, Language, Composition
New York: College Board, 1968.

CONTENT: Written Composition: Persuasive Paper

OBJECTIVE: The student will write a three to five paragraph comparison-contrast persuasive paper on Man in the Anglo-Saxon environment of Beowulf and in the space age of the year 2000 in relationship to aspects of religion, education, war, transportation, socio-economic setting, etc.

SKILLS:
- Expands known story by adding settings, characters, or endings
- Adapts to different audiences
- Adds to verbal skills and fluency by brainstorming chosen aspect
- Uses vocabulary of Anglo-Saxon culture and of space age
- Arrives at a thesis statement by vocal interchange and chooses one of his choices in comparison-contrast, persuasive paper
- Uses organization and structure of written paper with reference topic sentences, thesis, transition, introduction, conclusion, etc.
- Proofreads and edits paper other than his own
- Learns concept of point of view

ACTIVITIES

1. Using Beowulf, or more contemporary stories, novels, tales, etc., discuss the background information on the Anglo-Saxon setting for Beowulf. Perhaps The Old Man and the Sea could be used with the marlin as antagonist.

2. Read the excerpt of Beowulf in the anthology.

3. Place Beowulf and his antagonist in the year 2000 and brainstorm certain aspects of the comparison.

4. Have the students select a thesis for persuasion after the oral exchange.

5. Direct the students in writing a three to five paragraph persuasive paper using skills of organization and structure.

6. Have the students edit several papers, other than their own, keeping in mind the elements of content, persuasion, organization, and structure.

CONTENT: Written Composition: Persuasive Letter

OBJECTIVE: The student will write a persuasive letter.

SKILLS:
- Recognizes techniques of propaganda
- Understands the denotative and connotative meanings of words
- Understands euphemisms
- Develops audience awareness
- Participates in group discussions

ACTIVITIES

1. Persuasive expression begins with the infant's "I want" and the belief that wanting equals needing. However sophisticated that it may become, to naked demands, to threat or pleas, to disguised demands, to connive by facts or force or charm, to reason, persuasion begins from these roots.

   Lead students to write persuasively from real world situations. Real persuasive papers any student may have to write include: a request for a refund of money; a letter requesting permission; a job application; a request for consideration or reconsideration of a grade; an ad for a student publication or production; an absentee note.

   Advertisements are real world persuasion that students encounter every day. Making students aware of techniques used in advertising can be fun and lead easily into writing persuasively.

   Select several ads containing a lot of copy from a magazine such as Seventeen, Mechanics Illustrated, or People. Divide the students into small groups to discuss the persuasive advertising techniques. The following questions might be given to each group.

   a) Who is the intended audience of the ad? (Consider such variables as the age, sex, and occupation of person who might want the product or service.)

   b) What needs does the ad appeal to?

   c) How does the ad persuade the reader to buy the product or use the service?

2. Have students write the same style of ad for a product similar to one analyzed.

3. Then have students read and discuss their ads in a small group. During the same small group session, have students make up a product that is either thoroughly nasty or thoroughly useless. Have each group write an ad for the invented product. Direct groups to exchange ads for reading and critiquing.

4. Make the following assignment: Write a letter to the principal of the school persuading him to approve a change in a school rule or policy on an existing school situation. Directing the students to recommend an action, rather than writing about a cause, should lead them to decide more effectively what they want to write.

5. Have students pair off to read and critique each other's letters.

6. Deliver the students' letters to the principal in person and request that he attend the class on an appointed day to respond to the letters.

7. Before the appointed day for the principal's participation in class, have a few students role play the verbal interaction between principal and student using a few of the letters.

8. Monitor the class interaction session between the principal and students.

References: Robinson, J., and van't Hul, B.,
Language 3 Scholastic Real World English
New York: Scholastic Book Services, 1978

Stevens, Deborah,
The Persuasive Writer: Contemporary English Modules.
Morristown, N.J.: Silver Burdett, 1975

Models for Writing K-12. (Bulletin 1484)
Louisiana State Department of Education

Writing Every Day Generates Excellence (WEDGE)
A Manual for the Secondary School English Class
Experimental Curriculum Bulletin, Nov. 1978
Board of Education of the City of New York

Walsh, J. Martyn and Anna Kathleen Walsh,
Plain English Handbook
"The Research Paper," Cincinnati: McCormick-Mathers Publishing Co., Inc., pp. 128-132

CONTENT: Written Composition: Precis Writing

OBJECTIVE: The student will write a precis of a short story or a novel.

SKILLS:
- Comprehends written selections
- Writes a precis of assigned selection

ACTIVITIES

Instead of the conventional book report, introduce your students to the precis type of reporting. Emphasize the importance of organizing ideas and practicing the precise and economical use of words. Give them this model to follow to make the initial attempt at writing a precis a bit easier.

1st sentence - Setting

2nd sentence - Character or characters

3rd sentence - Conflict

4th sentence - Plot

5th sentence - Plot

6th sentence - Outcome

Ex.: Lord of the Flies
William Golding

This story takes place on a wild desert island. The main characters are two boys, Ralph and Jack. The conflict is between the boys as Ralph symbolizes an orderly civilization and Jack, anarchy. As a result of a plane crash a group of English schoolboys are stranded on the island without adult supervision. Ralph is elected leader and tries to establish law and order, but Jack revolts and forms his own tribe which regresses to barbarism. The boys are eventually rescued by a passing army vessel.

CONTENT: Written Composition: Research Paper

OBJECTIVE: The student will write a research paper.

SKILLS:
- Learns the traditional steps in writing the research paper:
    1. Selects and limits the topic
    2. Researches the topic in books and periodicals
    3. Learns value of good note cards
    4. Becomes aware of the merits of outlining
    5. Learns to develop a thesis
    6. Supports the thesis with relevant details in the body of the paper
    7. Learns footnoting
    8. Learns the bibliographical forms and the subsequent arrangement on the bibliographical page
- Learns critical judgment in evaluating research papers of classmates
- Acquires valuable library and resource skills

ACTIVITIES

---

1. Engage the class in a discussion of research and the research paper.

2. Summarize the traditional steps in writing the research paper.

3. Provide samples of the finished product pointing out the following:

    a. Title page

    b. Topic and/or sentence outline

    c. Thesis statement

    d. Introductory paragraph

    e. Supporting paragraphs (body)

f. Concluding paragraph

g. Footnoting technique

h. Bibliography

i. Note cards

4. Generate subjects and ideas through a brainstorming session. For example, an analogy comparing Julius Caesar to another leader in history or literature develops skills needed for the comparison-contrast paper.

   Introduce the term quest, and discuss famous quests in both history and literature (Ponce de Leon--Fountain of Youth; Coronado--Seven Cities of Cibola; Medieval Knights--Holy Grail, etc.). Have students research the quests of modern man (space, medicine, new oil supplies, land, etc.).

5. Have students choose a career to research.

   Suggested Outline

   I. Introduction
   II. Educational requirements
      A. High school
      B. Higher education
   III. Duties and responsibilities
   IV. Considerations in choosing a career
      A. Salary
      B. Work hours
      C. Fringe benefits
      D. Advancement opportunities
   V. Conclusion

   Ask students to bring to class classified ads related to their career choice and draw a conclusion to the opportunities available in this area. Each student could actually write to one of the companies asking for information and/or employment application forms. Or the student could write a fictitious letter of applicaton. Grade this assignment for letter form.

6. Initiate thought and lend direction for research through freewriting exercise.

7. Share freewriting aloud using the group members.

8. Encourage students to keep a research journal in which they write about their topics ten to fifteen minutes during a class session allotted for that effort. Read and discuss journals in class to share ideas.

9. After the papers are completed, have students exchange papers, and with a sheet on symbols of correction on hand encourage them to evaluate critically, writing comments on sheet of paper included at the end of the research work.

References: Ashmead, John, Ann Heintz and Elaine Schuster,
The Resource Paper: "Synthesizing An Elective Course in Composition
Lexington, Mass: Ginn and Co. pp. 197-237

Campbell, William Giles,
Form and Style in Thesis Writing
Cambridge: The Riverside Press

Freeman, Alma,
"The Research Paper: Getting Started,"
Classroom Practices in Teaching
English 1977-1978:
Teaching the Basics--Really!
Urbana, Illinois: NCTE pp 58-62

MLA Style Sheet

CONTENT: Written Composition: The Short Story

OBJECTIVE: The student will write an original short story showing conflict, plot, and character development.

SKILLS:
- Expands known story by adding conflict and by changing setting
- Writes story about imaginary situation
- Writes dialogue using correct indentation and punctuation
- Changes point of view in narrating to different audiences
- Reads and writes examples of allegory

ACTIVITIES

1. Have the students read Beowulf or another literary work with hero of such proportion.

2. Instruct students to place Beowulf in a modern setting to rescue his civilization or today's civilization from Space Lab fallout, using techniques of story telling.

3. Suggest that students use sensory perception skills in the paper narrating the event of Beowulf and his warriors watching the Space Lab descend upon them.

4. Help students develop dialogue in above activity.

5. Suggest that students experiment with audience. Have some write to their peers, some to a child of Beowulf's time, some to a superman of today, some to a king of some period of history, or even to a president of some country in today's world.

6. After the paper has been written, have the students practice their proofreading and editing skills before handing in the final draft.

7. In another activity, discuss the term allegory, a story in which an idea is personified in order to teach or explain something. Assign the reading of "The Fifty-First Dragon." Explain that this story has two levels of meaning--the obvious literal one and the deep meaning. Discuss "romance" with the class. Invite students to describe personal examples of facing a "fifty-first dragon." Ask them to explain if they had the same or a more positive result than Gawaine LeCoeur Hardy in facing a "fifty-first dragon."

Reference: Ahmead, Heitz and Schuster,
Synthesizing: An Elective Course
Lexington, Mass: Ginn and Co. 1975

CONTENT: Written Composition: Original Short Story

OBJECTIVE: The student will write an original short story.

SKILLS:

- Draws conclusions
- Interprets characters, setting, dialogue, and outcomes
- Writes dialogue and dialect
- Predicts outcomes
- Includes characters, setting, plot, theme - (all the basic elements of a short story in his own story) - point of view, flashback, and foreshadowing
- Establishes sequence of events
- Utilizes vocabulary and dialogue appropriate to the nature of each character
- Adapts story to audience
- Uses quotation marks in dialogue correctly

ACTIVITIES

1. Assign several stories which include flashback and foreshadowing, and at least two different points of view to be read orally and silently in and outside of class. Suggested stories include "The Lottery" and "Occurrence at Owl Creek Bridge." The films could also be shown.

2. Analyze the basic elements of the stories through *small* and *large* group discussions.

3. Read the beginning of a short story from a booklet, such as "Stories You Can Finish" and let the students write endings.

4. Choose several students to read their endings to the class. Let students vote on the best ending and give reasons for their choices.

5. Distribute pictures of people from books, such as *Stop, Look and Write* and *The Writer's Eye* or from magazines. Tell students to choose characters from the pictures to describe and use in their stories.

6. Encourage students to *interview* people of similar occupations and nationalities as the characters in their stories in order to make the characters appear more realistic.

7. Assign the writing of descriptive phrases which describe the characters and employ as many of the five senses as possible.

8. Assign the writing of a dialogue between two people. Read and discuss some of the samples in class.

9. Discuss the punctuation of dialogue.

10. Have students assign a dialect to one or both of the speakers in the dialogue. Allow students to read or "act out" the skit.

11. Have students develop plot outlines for their short stories. Check the work the next day to be sure it includes examples of foreshadowing and flashback.

12. Have students choose the character in the story or the person outside of the story who will tell the story.

13. Assign the listing of descriptive phrases which will be used in describing the setting. Encourage the use of the five senses in this description.

14. Choose and assign a mood that must be conveyed by the short stories or let the students choose the moods of the stories.

15. Conduct individual conferences with the students to review the above assignments to avoid frustration resulting from misunderstanding of the assignment and to redirect effort before the rough drafts of the short stories are written.

16. Have students exchange rough drafts and edit the drafts for spelling and grammatical errors.

17. Tell students to list both positive and negative points about the elements of the story. Ex: The appropriateness of setting, mood, point of view.

18. Allow students to ask questions about the other students' suggestions.

19. Discuss the suggested corrections individually with students.

20. Assign the writing of the final copies of the short stories.

21. Allow students to "act out" scenes from selected original short stories written by students, using props, make-up, stage effects, and so on.

CONTENT: Written Composition: Myths, Fables and Legends

OBJECTIVE: The student will write an original myth, fable, or legend with specific theme or moral.

SKILLS:
- Interprets theme, morals, symbolism, tone, and other elements of literature
- Writes myths, fables, or legends which include a moral or theme

ACTIVITIES

1. Show a film of a myth, fable or legend. Suggestions are "The Unicorn in the Garden" and "The Dot and the Line." Stop the film before the moral or theme is stated. If a film is not available, read one of these genres to students, omitting the ending.

2. Have students write in one simple sentence what they believe to be the moral or lesson. Conduct class discussion of students' written responses, requiring them to refer to specific elements (characters, setting, plot, tone, symbols) to substantiate their arguments. Have the class select the most accurately stated moral; then reveal the author's moral of the selection by showing the conclusion of the film or reading the end of the story. More class discussion should follow, comparing the class's moral with the author's.

3. Explain to students that myths, fairy tales, and fables are all forms of fantasy literature. The earliest forms of fantasy can be found in Greek Mythology. Myths were used to explain natural phenomena, disasters, emotions, and the origin of man. Ask students to read some of the Greek myths, then write a modern day myth of their own. If students have difficulty thinking of an original plot and moral, give them a list of proverbs or popular quotes to be used as morals; then assist them with the plot, setting, characters, etc.

   Examples: "All that glitters is not gold."
   "Don't count your chickens before they hatch."

4. Have students exchange and critique one another's papers concentrating on elements discussed.

5. The legend of King Arthur and his Knights of the Round Table is a well known fantasy. Trace the legend of Arthur. Where did it originate? How did it fit into the history of medieval England? Look at the legends of Sir Galahad and the Holy Grail, Lancelot DuLac, Sir Gawain and Merlin.

6. Students in the class may write their own fairy stories and read them to younger children. In writing the stories, the class might consider the importance of illustrations to younger children. Students could do their own illustrations or contract the art work to a fellow student.

7. Allow students to "act out" their original stories, using costumes and props.

8. Some students may like to satirize Malory's version of Arthur's death, dramatize it, and "act it out" for the class, i.e., "How the boss demanded that his sword be tossed into the drink and how he was handed over to some broads in a boat."

Reference: Brown, Rosellen.
The Whole World Catalogue.
New York: Virgil Books, 1972

CONTENT: Oral and Written Composition: Types of Poetry

OBJECTIVE: The student will write an explanation of a poem falling into the category of narrative, lyric or dramatic.

SKILLS:

- Learns the characteristics of different types of poetry
- Reads poems in several sources
- Writes brief analyses of poems
- Participates in class discussions and interpretations of assigned types of poetry
- Writes an expository paper explaining the characteristics of poems classified as narrative, lyric, or dramatic
- Identifies various types of sound devices found in poetry

ACTIVITIES

1. Have students listen to a recording of poetry to show how sound devices, rhyme and meter add to the enjoyment of poetry.

2. Discuss types of poetry. (refer to page 143 in this guide).

Assign students to small groups of three where they read through several books of poems to determine what they would like to work on. Have each student in the group select a different type to analyze--narrative, lyric, or dramatic. Adjust the level of sophistication of analysis to the abilities of students. Use the following as a suggested format for the analysis:

Poetry Analysis

Title:

Type of Poem:
(nar./lyric)

Subject:

Imagery:
(sight, sound, etc.)

Figures of speech:

Theme:

4. Have them share their poems and their findings with their own group.

5. Have each student write a short poem in which each one begins with the words "I wish." Rhyme is optional.

6. Assign the writing of a three to five paragraph expository paper on analysis of the poem, explaining why it is narrative, lyric, or dramatic. Some students may elect to write original poems, e.g. haiku, cinquain, acrostic, tanka, etc.

6. Allow students to read each other's papers and evaluate them, both for mechanical errors and accuracy of communication.

7. Assign revisions and rewriting before collecting final papers for teacher evaluation.

8. Play "Rhyme Time," a game suggested by Joan Berbrich in "Writing Creatively," page 280: Divide into two teams. Team A offers a line; Team B must come up with a second line that rhymes with it.

   Team A - Once upon a June day dreary.

   Team B - Home I came completely weary.

   If team B is successful, it gets a point and gives a new first line. If it is not successful, it challenges Team A to provide a line. If Team A can do so, it gets a point and once again gives a first line.

9. Divide students into group for choral reading. Discuss proper techniques for choral reading.

References: 12000 Students and Their English Teachers - Tested Units in Teaching Literature, Language, Composition, Commission on English, College Entrance Examination Board, NCTE

Adventures in Appreciation, Laureate Edition
Harcourt, Brace & World, Inc.

Western Literature, Webster Division,
McGraw-Hill Book Co. Dallas

Exploring Life through Literature
Scott, Foresman and Co., 1976

United States in Literature.
Scott, Foresman and Co., 1969

CONTENT: Written Composition: Autobiography

OBJECTIVE: Develops cohesive multi-paragraph compositions

SKILLS:
- Writes autobiographical sketches
- Applies grammatical concepts in sentence development

ACTIVITIES

1. Write a grammatical autobiography in twenty-five or more sentences. Answer the questions as shown in the examples. Write your sentences neatly in a special small notebook used only for your grammatical autobiography. Add new sentences to your grammatical autobiography from month to month.

    1. Tell where you live now. Use a proper noun in a prepositional phrase. Underline the prepositional phrase.

        Examples: I live on Maple Street. I live in Denver.

    2. Describe your general appearance. Use and underline an adverb and a predicate adjective.

        Examples: I'm quite muscular. I'm very slender.

    3. Write ten sentences that describe your character traits in different situations. Begin each sentence with a prepositional phrase and end with a predicate adjective.

        Examples: During a test I'm tense. On rainy days I'm sad.
        At home I'm happy. In school I'm industrious.

    4. Write five actions you did this week. Put an adverb telling how before the verb and prepositional phrase telling where after the verb.

        Examples: Sadly I trudged toward school.

    5. Tell three things you usually do after school. Make the verb transitive and underline the direct object.

        Example: After school I do my homework.

6. Use ten nouns that name your favorite scents, tastes, sounds, sights, and things to touch. Put a descriptive adjective in front and an "ing" word afterward.

Examples:	roasted hot dog sizzling	red rose blooming
	silver bell tinkling	wintry wind wailing

7. Give your three favorite authors. Use and underline predicate nouns in series.

   Example: My favorite authors are Mark Twain, Joseph Conrad, and Robert Louis Stevenson.

8. List three wishes or hopes you had this week. Begin with an adverb. Use and underline a descriptive adjective. Make the verb intransitive.

   Example: Wistfully I hoped for an easy test.

9. Name five emotions you felt today. Begin with a prepositional phrase. Make the verb transitive and use a descriptive adjective.

   Example: Before lunch I felt smoldering resentment.

10. Tell of three times you gave something to a friend. Use your friend's name as an indirect object.

    Example: I gave Norman a new booklet on rockets.

11. Begin a sentence with, "When I was nine." Tell your chief fear. Then underline the when clause and put a comma after it.

    Example: When I was nine, I dreaded being alone in the dark.

12. Tell of three times when you were injured. Use a transitive verb in each sentence. Underline the direct object.

2. What would it be like to be somebody else? How would you like to live in another time or another place, even perhaps as another person?

3. You can. You can be anyone you want to be. You can live anywhere you want to live. You can choose any place you would like to stay. You can't really do these things, but you can imagine them.

4. Imagine you are someone else. Who will you be? Where will you live? Will you live now, in the future, or in the past? What will you do? Will you be a farmer or a duchess or an astronaut?

   Tell about yourself. Give your reasons for making the choice you did.

5. Remember to revise and proofread your paper.

CONTENT: Written Composition: Vocational Writing

OBJECTIVE: The students will gain practical experience in composing a resume, filling out job application forms, and in role playing an interview using standard English.

SKILLS:
- Reads multi-syllabic words (polygraph, supervisor, etc.)
- Understands vocabulary of job application, including medical history terms
- Classifies facts about oneself, e.g. education, previous employment
- Writes in formal standard English
- Understands persuasive techniques in interviewing
- Writes a resume to be included with the form, using chronological order for listing
- Includes only pertinent information on form
- Proofreads and edits

ACTIVITIES

1. Acquire sample job application forms from local businesses for the purpose of duplication or for transparencies. A sample resume form follows this activity.

2. Lead an oral discussion on how to acquire a summer job or part-time job, e.g., want ads, verbal inquiry, resumes, applications.

3. Lead students to classify information about themselves according to:
   - Personal Data
   - Education
   - Special Skills
   - Extracurricular Activities
   - Work Experience
   - References

   This serves as a first draft of a resume "composition."

4. Allow students to exchange papers to gain feedback.

5. Students should then write a revised draft of the resume. (Give models or transparencies) Stress organization, main ideas, neatness, elements of persuasion. (What do you want the employer to see first?)

6. Direct students to read job applications, asking them to select the words they do not understand, e.g., chronic deseases, felony, permanent employment, conviction. Collect these words, placing them on the board in sentences. Lead students to use context clues to acquire the meanings and word attack skills, e.g., structural analysis. Do this for different types of applications.

7. Encourage students to fill out the application, stressing standard usage and spelling.

8. Discuss the components of an interview. Ask students to share their experiences for jobs offered or rejected. The students could also interview employers to get "helpful" hints.

9. Include a discussion on nonverbal communication in an interview setting e.g., gestures, eye contact, posture, as clues to the employer. (See Marcus's discussion on nonverbal communication.)

10. Divide the class into pairs, asking each pair to role play a job interview using the resumes and applications filled out by the students. (It is important to make this relevant to the class.)

11. The class could then discuss and vote, based on the information obtained from the interview, to hire or to reject the applicant's application.

12. As a follow-up activity in the unit, have students write letters of application to fellow class members. Later, ask each student to discuss the persuasiveness and style of the formal/business letters.

NOTE: If students are speakers of nonstandard English, help them discover the systematic differences between the dialects to aid the students to make the transition to written standard English.

References: Marcus, Marie,
Pragmatic Teaching of the Language Arts
(Chapter 1) Wiley, 1977

Weinman & Weinman - NCTE publication on
teaching nonverbal communication

SAMPLE

RESUME

MARY J. WARREN
130 South Broadway
Yonkers, New York 10705
(914) 555-6781

PERSONAL DATA

Date of Birth: June 3, 1960
Height: 5'2"
Weight: 121 pounds
Health: Excellent
Social Security Number: 004-06-0008

EDUCATION

High School: West High School
Degree or Diploma: High School Diploma
Graduation date - June, 1978
Major: Business
Grade Average: B+

Special Skill Acquired

Knowledge of an experience in handling a complete bookkeeping cycle; balance sheet; general ledger; income statements; accounts receivable; accounts payable; special journals; experience in operating a typewriter (50 words per minute); keypunch; adding machine; and spirit duplicating machine.

Extracurricular activities

Vice president of the senior class
Member of Future Business Leaders of America
Member of the Drama Club
Class representative on Student Council

WORK EXPERIENCE

Summer 1977	Yonkers Kentucky Fried Chicken, Cross Country Shopping Center, Yonkers, New York 10701. Countergirl.
Summer 1978 to Present	A-1 Pet Shop, 111 South Broadway, Yonkers, New York 10705. Sales Clerk.

REFERENCES-

Mr. John L. Bell, Business Teacher; West High School, Wallace Parkway, Yonkers, New York 10705
Mrs. Joan K. Stein, Owner; Yonkers Kentucky Fried Chicken, Cross Country Shopping Center, Yonkers, New York 10705
Mr. Daniel E. Walker, Owner; A-1 Pet Shop, 111 South Broadway, Yonkers, New York 10705

Reference: Paulter, Albert J.
Job Seeking Guide.
New York: Delmar Publishers, 1976.

STUDY SKILLS

SQ3R study method

Note-taking and outlining

Locating information

Reading maps, globes, and charts

Test-taking

CONTENT: Study Skills: SQ3R Study Method

OBJECTIVE: The student will gain productive skills through the use of the SQ3R study method.

SKILLS:
- Increases vocabulary
- Locates facts, dates, and other details
- Identifies main ideas in printed material
- Defines words in context
- Writes narrative, expository, and persuasive paragraphs

ACTIVITIES

DIRECTED READING LESSON PLAN

SURVEY (readiness)

1. Background and purpose
    a. Introduce new vocabulary
    b. Review previous lessons where appropriate
    c. Draw on students' experience background
    d. Preview selection and/or materials

2. Visual stimuli (pictures in text, related film or filmstrip)

3. Pre-test (optional, do not overdo quiz taking)

QUESTION (formulate orally with class)

Construct a challenging question that establishes the purpose for reading the selection.

READ (silently, aloud, or use recording)

Students read and study to accomplish the established purposes and challenges.

RECITE (oral comprehension check)

1. Students respond to assigned questions and discuss what was read in order to determine whether purpose of reading and the appropriate concepts were attained.

2. Teachers may clarify troublesome areas.

3. Questions used in the discussion should relate to concept-vocabulary, literal understanding, and interpretation (seeing relationships and drawing conclusions).

REREAD (orally)

Teachers may require students to read aloud sections in the text in order to support an opinion (response) or to check students' ability to read and gather needed information to do the work.

APPLICATION AND ENRICHMENT

1. Give students related problems to solve and questions to answer.

2. Allow students to formulate quiz questions for classmates, if applicable.

EVALUATION

Although objective type tests are often used, it is recommended that an essay question or two be included on the follow-up test in order to measure more effectively the students' ability to bring isolated facts into meaningful combinations.

CONTENT: Study Skills: Note-taking and Outlining

OBJECTIVE: The student will apply the study techniques of note-taking, outlining and summarizing to develop appropriate skills in acquiring and comprehending information in content areas to improve the quality of written reports, research paper writing and test scores.

SKILLS:

- Listens selectively to class lecture in order to extract pertinent information for note-taking in content subject areas
- Skims and scans notes for main ideas, identifying cue words and interpreting questions that may be pertinent to writing reports and test-taking
- Writes an outline based on the note-scanning, selecting major topics, ideas and theme
- Prepares for test-taking or report writing, based on acquired information
- Uses library resources efficiently by demonstrating ability to locate, select, analyze and extract pertinent information

ACTIVITIES

1. Arrange students into small groups of five or less to brainstorm and prepare a list of ten important BASIC LISTENING AND STUDY HABITS.

2. Assist students in comparing the different lists to compile one model list.

   Example: selective listening - identify key vocabulary and main cue words - allow teacher assistance - develop concentration - use time efficiently - set up good study conditions - use assignment notebook - use study schedule - review frequently - record progress.

3. Teach skill of HOW TO LISTEN FOR IMPORTANT POINTS. List on chalkboard.

   Example:
   a) Study ahead to become familiar with the topic.
   b) Choose main trend from opening remarks.
   c) Pick out the teacher's key words and phrases.
   d) Listen for repetitions which usually indicate important points.
   e) Keep an outline in mind.
   f) Associate what is heard with known information.
   g) Discuss, read, or use newly acquired information.

4. Assign listening to tapes of short informative lectures pertaining to content area being studied to improve study skills.

5. Teach skill of HOW TO TAKE NOTES FROM A LECTURE AND WRITE AN OUTLINE.

   Example:
   a) Study the topic before class to become familiar with it.
   b) Be ready to write BEFORE the lecture begins.
   c) Be a good listener; write down only important facts.
   d) If you miss a point, leave a blank space and get the point later.
   e) Copy illustrations from the chalkboard and make notes in your own words.
   f) Support all ideas with details and definitions.
   g) Leave space for additional explanations.

6. Provide organization of notes by reviewing with students a handout on HOW TO KEEP NOTEBOOKS.

   Example: Use loose-leaf binder, dividers and index tabs, number pages and include dates.

7. Assign a written report or a short quiz. Allow students to evaluate each other's report for accuracy of communication and quiz for accurate information.

8. Encourage outlines and certain other assignments to be typed to promote mastery learning of information.

9. Teach skill of HOW TO USE THE LIBRARY.

10. Teacher assistance should be continuous through the study process until appropriate study skills are mastered.

CONTENT: Study Skills: Locating Information

OBJECTIVE: The student will use library resources efficiently.

SKILL: - Locates information

ACTIVITIES

1. For students who are unfamiliar with the library and its resources, have the librarian give the students a tour of the facility. Ask the librarian to include information on the following:

   a. Using the card catalog
   b. Reading catalog cards
   c. The Dewey Decimal System

2. Provide the students with worksheets to practice these skills. For example:

The Card Catalog

Go to the card catalog in your school library. Locate a card for each of the items listed in the chart below. Indicate in the first column whether the item is a subject, author or title. Then, find the card in the card catalog and write the letters of the drawer in which the card was found in the second column. In the third column write the call number of the book which appears on the card.

ITEM	SUBJECT, AUTHOR, OR TITLE	LETTER OF DRAWER	CALL NUMBER
1. All the President's Men			
2. China - History			
3. Robert N. Webb			
4. Phantom deer			
5. The maybe monsters			

6. Lawrence Tacker
7. Voodoo, devils and the new invisible world
8. Horse Training
9. William Clements Putman
10. Russia - Economic Conditions
11. Games people play
12. Fly Fishing

3. Several days in advance, prepare 3" x 5" inch cards. List one question on each card. Vary the questions according to the interests and abilities of the students. Be careful to use several different sources.

   Students select one card at random, locate the correct source, and write answer, source and names on the cards. After one answer is located, student returns the card to the box, draws another and follows the same procedure.

   Sample questions:

   1. What does the symbol © 1978 mean?
   2. What part of speech is aloof?
   3. Write the state motto of Texas.
   4. Give three interesting facts about Thomas Jefferson.
   5. To which Indian tribe did Crazy Horse belong?
   6. Write the last five lines of the sonnet by Emma Lazarus which appears on our Statue of Liberty.
   7. Where is Glacier National Park?
   8. What is the area code for Bogalusa, Louisiana?

9. Who was Jesse Owens?

10. What form of government is used in Japan?

11. Which is the correct spelling, hor d'oeuvre or hors d'oeuvre?

12. What is the single of criteria?

505

CONTENT: Study Skills: Locating information

OBJECTIVE: The student will learn to use general reference books.

SKILLS:
- Locates information in a book
- Writes reports
- Presents oral reports
- Writes from an outline

ACTIVITIES

1. In order for the student to learn to use any book most effectively, the student must know where to locate information in a book.

Parts of a book

I. Preliminaries (numbered in Roman numerals)

    A. Title Page (first printed page)

        1. Full title
        2. Author's name
        3. Publisher's name
        4. Place of publication

    B. Copyright Page

        1. Year of publication (editions)
        2. Owner of copyright

    C. Preface (foreword, introduction, acknowledgment)

        1. Statement of intention and scope of the book
        2. Sometimes acknowledges aid in preparation

    D. Table of Contents: Summary table showing general divisions, units, or chapters of a book with page numbers

E. List of illustrations: Maps, charts, diagrams, photos, drawings--with page numbers

II. Body of Book (text): Main section, numbered with Arabic numbers

III. Reference Matter

A. Appendix: Supplementary section for extra information--may be maps or diagrams, letters, copies of official documents.

B. Glossary: Alphabetical list of technical, foreign, or special words with explanations or definitions.

C. Bibliography

1. List of books and/or articles containing additional material.

2. May list works used by author in his preparation.

3. May be list of works on some of the subjects dealt with in the book.

4. Entries arranged alphabetically by author's last name.

D. Index: Alphabetical list of topics appearing in a book and page or pages.

2. Check your library's holdings in the General Reference Section and make a list of books (or series) that you want your students to be able to use.

Examples: Reader's Guide to Periodical Literature
Essay and General Literature Index
Bulfinch's Mythology
Granger's Index to Poetry
Chicorel's Theater Index to Plays
Library of Literary Criticism
Current Biography
Who's Who in America
Who's Who

World Almanac
Education Index
Webster's Unabridged Dictionary
Familiar Quotations by Bartlett
Webster's Biographical Dictionary
Webster's Geographical Dictionary

3. Assign each student a General Reference Book (or series) to research. Have each student prepare a written report about his book using the outline on the parts of a book as a guide for organizing the report. (Of course all books will not have all of these parts.) To add interest, have each student locate some little known information found in his book and include it in his report.

4. Have the students present their reports orally so that other students can learn about the books. Prepare a list of the books to be reported on and require students to take notes on the kinds of information to be found in each. If possible, have these reports presented in the library so that the books can be used in the presentations.

5. Prepare a list of questions. Have students find the answers to these questions and indicate source of each answer. *Stress the use of that which is expedient.

CONTENT: Study Skills--Reference Materials

OBJECTIVE: The student will extract information from reference materials.

SKILL: - Extracts needed information from reference materials

ACTIVITIES

The reference books listed below are the most common sources of information. Students will find these and many more in the reference room of their school library. This activity will give them the opportunity to handle the reference books and to discover the many different kinds of information available to them.

Almanac

Atlas

Current Biography

Dictionary

Encyclopedia

Guinness Book of World Records

Almanac and Atlas

1. Ask students to give the titles of two different almanacs in their school library. (Underline titles of books.)

2. Have students select three of the following topics and locate interesting information in an almanac. Then ask them to write the information on their paper along with the page number, title, and year of the almanac used.

   TOPICS:

   Football

Disasters

Discoveries

Weather

Wars

Indians - American

3. Ask students to list the names of atlases housed in their library.

4. Have students locate a city on a map in an atlas. Write the name of the atlas which they used, the page number, and the coordinates of the map which helped them to locate the city quickly.

Library Unit

Directions: On your paper, write the main subject area such as, General works, Philosophy, etc. in which you would find the books listed.

____________ 1. Six Great Modern Plays

____________ 2. The World's Great Religions

____________ 3. Introductory Philosophy

____________ 4. Laboratory Manual for Biology

____________ 5. Tennis

____________ 6. Aspects of Language

____________ 7. The English Revolution 1688-1689

____________ 8. Story of the Bible World

____________ 9. Victorian Poetry

____________ 10. Illustrated Medical and Health Encyclopedia

____________ 11. The Life and Times of Napoleon

____________ 12. The World Book Encyclopedia

____________ 13. Sun, Moon, and Stars: Astronomy for Beginners

____________ 14. Economics for the Citizen

____________ 15. Developmental Psychology

____________ 16. The Quarterly Review

Encyclopedia

1. Give the names of five different sets of encyclopedias housed in the library.

2. Check the topic "Louisiana" in the index volumes of three sets of encyclopedias to discover how the information varies. Answer the following questions.

    a. Which three encyclopedias have you chosen?
    b. Which encyclopedia gives the longest articles?
    c. Which encyclopedia has more pictures?
    d. Which encyclopedias in the library have signed articles?

3. Which encyclopedias are kept up-to-date with yearbooks?

Current Biography

1. Explore the preface at the front of one volume. Answer the following questions:

    a. What is the aim of this book?
    b. Do the volumes have pictures?
    c. How many years does this Index cover?
    d. How are biographer's names arranged?

2. Select the biography of a well-known person from one of these fields:

   government

   entertainment

   sports

   music

   Write a brief biographical sketch from the information given. Read the information and then write it in your own original sentences.

The Reader's Guide to Periodical Literature is an author and subject index to magazines of general interest. At the beginning of each volume there is a list of magazines included and also a list of abbreviations.

Reader's Guide entries include the title of the article, author, name of the magazine, the volume of the magazine, number of pages of the article, and the month and year of publication.

1. Study the following Reader's Guide entry. Notice that the abbreviation il means illustrated.

   How to get your man: prosecutors' organized crime units. J. K. Footlick and others. il Newsweek 86: 113-14 D 1'75

   This entry can be broken down into the following parts.

   Title of article: How to get your man: prosecutors' organized crime units

   Illustration: il

   Name of magazine: Newsweek

   Volume number: 86

   Page number: 113-14

Month: December 1

Year: 1975

2. Choose four of the following topics and locate articles in any volume of the Reader's Guide to Periodical Literature.

   motorcycles

   drugs

   basketball

   solar energy

   space, outer

   politics and government

   education

   Give the following information for each article you choose. Be sure to write your answers in the order below.

   a. Title of article

   b. Page number(s) of article

   c. Year it was published

   d. Author

   e. Volume number

   f. Name of magazine

   g. Month of publication

CONTENT: Study Skills: Using Maps, Globes, and Charts

OBJECTIVE: The student will use maps, globes, and charts.

SKILLS:
- Uses maps, globes and charts
- Interprets legends and keys used on maps

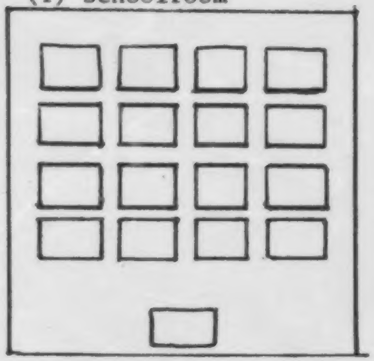
ACTIVITIES

1. Discuss the use of these items with the class.
2. Provide them with a worksheet to practice these skills.

MAP SCALES

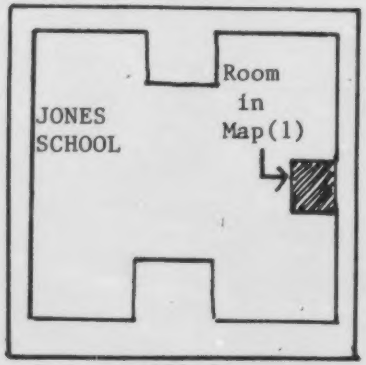
When you use maps, you need to know what scale is used, that is, whether an inch equals 10 feet, one mile, or 1000 miles. The maps below show how different the same areas can look, depending on the scale used. After studying the maps, answer the questions about them.

(1) Schoolroom



1 in. = 20 ft.

(2) School



1 in. = 120 ft.

a. On which map does each inch stand for 3 miles?

   ----

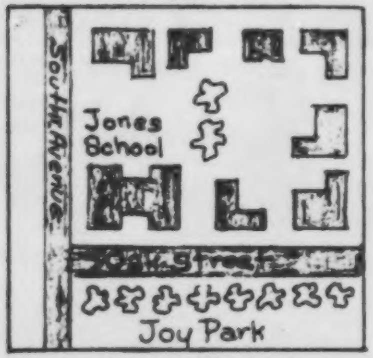
b. How many inches across is each map? (Use your ruler.)

   ----

c. How long is the schoolroom? (Notice how much each inch represents.)

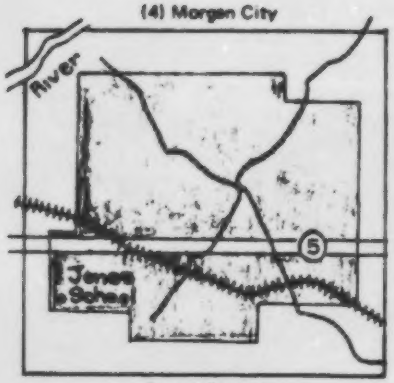
   ----

(3) Neighborhood



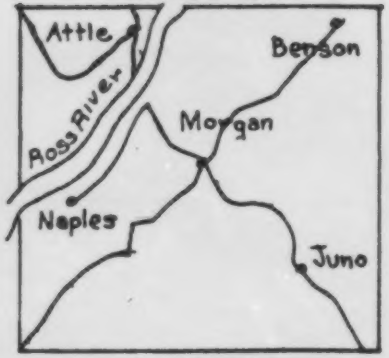
1 in. = 480 ft.

(4) Morgan City



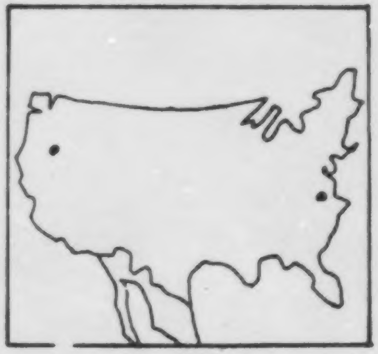
1 in. = 3 miles

(5) Morgan Region



1 in. = 225 miles

(6) United States



1 in. = 1500 miles

d. On map 5, each inch stands for ------ times as much space as map 4.

----

e. On how many maps do inches represent feet?

----

f. What is the distance between the two points on map 6?

----

g. About how far is it from Morgan to Benson? (Use your ruler.)

----

h. About how far is it from Attle to Juno?

READING TABLES AND CHARTS

Information is often easier to understand when it is shown in a table or on a chart. In the table at the left you can find each boy's spelling scores for the year by reading down. You can find all the scores for one period by reading across. Write the answers to the questions about the table at the left.

Table I

Number of Spelling Words Missed			
Grading Periods	Bob	Tom	Harry
I	16	1	18
II	12	0	16
III	10	2	10
IV	14	1	4

a. Which is the largest number of words missed in a single period? ---------------------

b. Who did the best work for the year? --

c. Who made the most improvement? ---

d. In which period were the least words missed? ---

e. Who missed the most words all year? ---

Chart A

CHART OF INVENTIONS

Item	Inventor	Date
Airplane	W. & O. Wright	1903
Bicycle	K. Macmillan	1829
Hydroplane	G. Curtiss	1911
Nylon	W. Corothers	1930
Phonograph	T. Edison	1877
Radio	G. Marconi	1895
Reaper	C. McCormick	1834
Steamboat	R. Fulton	1807
Telephone	A. Bell	1876
Zipper	W. Judson	1893

Now answer the questions about the chart.

a. In what kind of order are the items placed? --------------------------

b. Which invention is the oldest? ------------------------------------

c. Who invented the radio? ----------- ------------------------------------

4. How many inventions listed here were made after 1900? -----------------

e. How much time passed between the invention of the reaper and the bicycle?---- ------------------------------------

Reference: Barres, Donald L. and Burgdorf, Arlene.
Study Skills for Information Retrieval
Dallas: Alleyn and Bacon, Inc. , 1974

CONTENT: Study Skills: Graphic Information

OBJECTIVE: The student extracts and interprets graphic information.

SKILL: - Uses graphic information

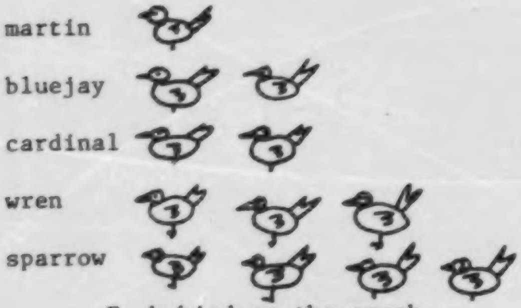
ACTIVITIES

1. Discuss the use of graphs as a means of giving information. Mention the picture graph, the bar graph, and the line graph. Provide the students with an example of each.
2. Have the students answer questions pertaining to the graph.

GRAPHS

A graph is another means of giving information. One kind of graph is a picture graph. See if you can answer the questions about the picture graph below.

BIRDS SPOTTED AT CAMP



Each bird on the graph represents 3 birds.

a. How many wrens were seen? -----------

b. The children saw the same number of

-----------------as------------------

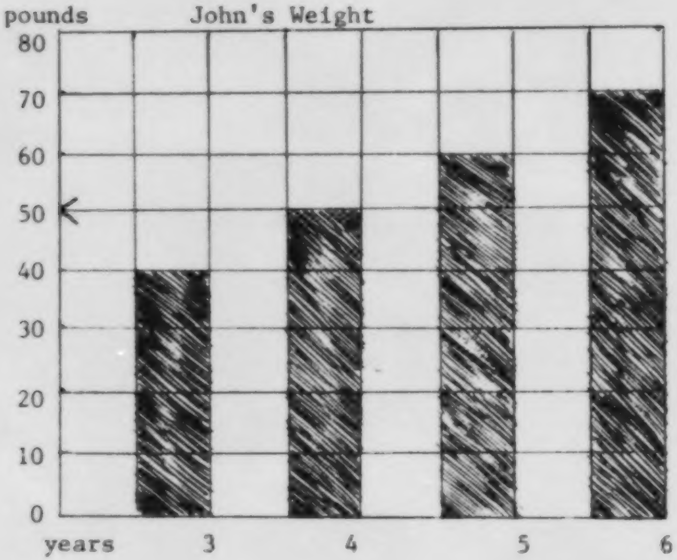
c. They saw fewer ---------- than any

other kind of bird.

d. They spotted ---------- more sparrows.

e. How many birds did they see altogether? ---------------

A bar graph is very much like a grid. The bar graph at the left shows how many pounds John weighed at different ages. Notice that the numbers below the bars (3, 4, 5, 6) refer to John's age and the numbers to the left (0, 20, 30, etc.) refer to John's weight at different times. After you have studied the graph, try to answer the questions about it.



a. How many pounds did John weigh when he was four? ________ (To help you, an arrow points to the number from the 4 bar.)

b. The last bar shows John's weight at age --------. How much did he weigh then? -------------

c. At five John weighed ----------- pounds. At three he weighed ----------- pounds. This means that John gained ---------- pounds in two years.

Reference: Barres, Donald L. and Burgdorf, Arlene B.
Study Skills for Information Retrieval
Dallas: Alleyn and Bacon, Inc., 1974

CONTENT: Study Skills: Test-taking Skills

OBJECTIVE: The student will identify selected terms frequently used in essay items

SKILL: - Interprets essay items correctly

ACTIVITIES

---

1. Correctly answering an essay question is often a matter of reading and interpreting that question. Below are some terms which are frequently used in essay questions. Study these terms carefully.

    1. compare
    2. contrast
    3. defend
    4. define
    5. describe
    6. discuss
    7. explain
    8. list
    9. outline
    10. refute
    11. state
    12. summarize

    1. Match the lettered definition with the numbered term.

    ___A. state briefly
    ___B. show likeness
    ___C. disapprove or rebut
    ___D. give main points
    ___E. show differences
    ___F. set forth in words
    ___G. give the meaning
    ___H. support or justify
    ___I. tell about in detail
    ___J. write a series or itemize
    ___K. give the reasons for
    ___L. talk about in a general way

2. Have students interpret orally essay questions containing one of the words from the list.

3. Fine readers, who tend to skim rapidly through prose material as well as test material, may skip over key words in test items. Ask students to study the following example:

    Scout troops A and B are taking part in a "Walkathon" benefit. It is know that Troop A can hike 20 miles in about 8 hours. Troop B can hike 20 miles in about 4 hours. On the day of the walkathon, Troop A quits after about 4 hours. Troop B starts hiking where they left off. How many hours does it take Troop B to finish the total 25-mile hike?

    a) 1 b) 2 c)3* d)5

Some students, failing to read carefully, would figure that the hike might be the "20 miles" long mentioned earlier, and come up with answer b. Others might think both troops walked the entire distance and choose answer d. "Starts hiking," are the key words here. Look for similar examples and allow students ample opportunity to practice detecting key words in test items.

4. Well-constructed test items always contain a few attractive wrong answers. In problems involving computation, these take the form of logical errors; in verbal items, these appear in the form of very similar words. Have students study the following example:

(fill in the blank.)

The policewoman received commendation for her___________work in rescuing the victim of Saturday's assault.

a) Maticulous
b) maretricious
c) miraculous
*d) meritorious

Find similar examples for students to practice eliminating the wrong answers.

References: Test-Taking Skills.
New York: Grolier Educational Corporation

Maryland State Department of Education
Improving Student Attitudes and Skills for Taking Tests.
Baltimore, Maryland. ERIC Document Reproduction Service, Ed. 128 352, 1973.

CONTENT: Study Skills: Test-Taking Skills

OBJECTIVE: The student will identify cue words in the context of a test item.

SKILLS:
- Determines the effect of cue words on true-false test items
- Learns how to eliminate wrong answers systematically

ACTIVITIES

1. In a true-false test item every part of the item must be true. If the item contains some false information, the item is false.

Have students study the list of cue words carefully and remind them that words like these affect the meaning of a statement.

all
always
any
best
first
last
less
little
more
most
much
never
no
none
often
only
some
sometimes
usually
worse

Ask students to read each item below, decide whether it is true or false and tell how the cue word affects the statement. Let students discuss their choice.

____1. All babies are cute.
____2. The best candidate always wins.
____3. The bus to Baton Rouge is never on time.
____4. Mothers are always more tolerant than fathers.
____5. People who earn college degrees usually earn more money than people who do not.
____6. Only students who study will pass the test.
____7. It never rains in California.
____8. No one is perfect.
____9. Men are often taller than women.
___10. All children can learn.

2. There are some general techniques which can help the student eliminate wrong answers for any particular item. Eliminating wrong answers will reduce the total number of alternatives that need to be considered. Discuss the following techniques with the students:

Search for an answer in the same form as the question. If the question asks for "feet," eliminate an answer with inches; if it asks for "percent of time," don't give actual time.

Read each choice before marking your answer.

Fit each choice into the blank in form, to find the phrase that best completes the sentence. Can any choice be eliminated on the basis of violation of a part of speech, a grammar rule, or common sense? Ask students to study the following example:

(Fill in the blank)

____________________, my grandmother gave me the family pearls.

a) At the age of eighteen
b) At eighteen
*c) When I was eighteen
d) At eighteen years of age

Reference: Maryland State Department of Education
Improving Student Attitudes and Skills for Taking Tests.
Baltimore, Md.: ERIC Document Reproduction Service, Ed. 128 352, 1975.

PROOFREADING AND EDITING

Handwriting

Bibliography/Footnotes

Indenting and Paragraphing

Spelling Conventions

*Capitalization and Punctuation

*Usage

*Sentence Structure

*Organization

*Because the committee supports the idea that the writing process provides the context for the teaching of mechanics, the starred elements are interwoven in activities found in the Written Composition section of this guide. The teacher is encouraged to use locally adopted textbooks and materials for additional activities.

CONTENT: Proofreading and Editing Skills: Handwriting

OBJECTIVE: The student will give attention to manuscript form.

SKILL: - Writes legibly

ACTIVITIES

Have students copy a seasonal poem of their choosing.

Let students use the following score sheet to check their own handwriting.

HANDWRITING SCORE SHEET

RULES | Write sentences here | SCORE____

2 points for all letters on line

1 point for closing letters a, d, g

3 points for even slant ////

2 points for even height (arm)

2 points for not looping these letters d, t, i

TOTAL SCORE____

CONTENT: Proofreading and Editing Skills: Manuscript form

OBJECTIVE: The student will proofread his own compositions giving attention to the appearance.

SKILLS:
- Uses proper indentation for paragraphs
- Observes margins in writing assignments
- Practices writing legibly

ACTIVITIES

To establish a pattern for manuscript form and to encourage general neatness in all written assignments, insist that students follow these suggestions.

1. Margins

   Each student will measure one inch on the left side of the page and one-half inch on the right. Draw vertical lines and cut out the center of the page, leaving a "frame" for the composition. The students slip this frame over the page when copying the final draft of each writing assignment. This is an easy way to keep accurate, neat margins.

2. Indenting for paragraphs

   About one inch makes the intent of paragraph indentation unmistakable. Ask students to use a ruler or a small slip of paper one inch long to measure each time the space allowed for paragraphing.

3. Handwriting legibility

   For the first few writing assignments of the year and for several scattered ones during the year, ask students to exchange papers with a partner. As the working partners read each other's papers, they will circle in pencil any words they cannot read easily. When the paper has been returned to its author, these words, or the entire composition if it is in ink, will be recopied legibly.

   If you have students who still use capital letters indiscriminately or whose general handwriting is illegible, you may need to provide handwriting exercises such as those in the Writing Our Language series; Scott, Foresman and Company.

CONTENT: Proofreading and Editing Skills: Bibliography/Footnotes

OBJECTIVE: The student will practice correct bibliographic and footnote form.

SKILLS:
- Applies rules for bibliographic and footnote form
- Capitalizes and punctuates properly

ACTIVITIES

1. Teach correct bibliographic form using the material on pages 138-139, Basic Language VI. (Harper & Row) Have students write several examples on the board using their textbooks or other books and magazines in the room for material.

(Handout Activity)

2. Although each entry is in the correct order, there are capitalization and punctuation errors. Correct the errors and arrange the entries in alphabetical order under each heading.

Books

Hansberry, Lorraine A Raisin in the Sun. New York Random house 1949

_____________. To Be Young, Gifted and Black. Ed. Robert Nermiroff. englewood Cliffs, nj: Prentice-Hall, 1969.

Campbell, Joseph. the hero with a thousand faces. Cleveland Meridrian Books 1956

wellman, Carl. Morals and ethics Glenview, ill.: Scott, foresman, 1975.

O'Neill, Nena and george o"neill. Shifting Gears: Finding security in a changing world. New York, M. Evans, 1974.

baugh, albert C., et al. a literary history of england. 2nd ed. new york: appleton, 1967

Periodicals

Green, Ranny. "Hydro Racing's Top Fans," seattle times magazine, July 29, 1973, page 5

joseph, Gerhard J. Poe and Tennyson, PMLA, 88 May, 1973, pages 418-28

Ward, Herbert. "The tale of a tusk of ivory," scribner's magazine, November, 1890 pages 531-545.

Robinson, Lillian s. "criticism--and self-criticism." College English, december, 1974, pages 436-45.

"Commodities: Sweet and Sour." time December 1974

stempel, daniel "angels of reason: Science and myth in the Enlightenment." Journal of the history of ideas, June, 1975, pages 63-78

3. Using the same entries in the order found on the handout, convert them to first reference footnotes selecting one page number for each. Number 1-12. Example:

[1]Lorraine Hansberry, A Raisin in the Sun (New York: Random House, 1959), p. 100.

CONTENT: Proofreading and Editing Skills: Spelling

OBJECTIVE: The student will spell correctly the plurals of common hyphenated compound words with nouns, as brothers-in-law; as well as compound words with verbs, as sit-ins, drive-ins.

SKILLS:
- Writes a narrative paragraph incorporating some common hyphenated compound words
- Uses the words in oral vocabulary
- Understands the concept of compound words
- Understands regular pluralization in English

ACTIVITIES

1. It is important to embed the spelling lesson into a writing experience. To motivate writing, bring in photographs of fast food restaurants (e.g., McDonald's, Burger King, etc.), local drive-in theaters, and, if possible, a picture of a sit-in.

2. Allow the students to generate ideas, attitudes, feelings about a given picture.

3. Allow the students to tell an impromtu humorous story incorporating some of the ideas: "When I went to the Burger King, something happened at the drive-thru." Have each student add a sentence to develop a story. This should be a fun oral activity. (Alternative: students could role play the story.)

4. Lead students to write a rough draft of a narrative.

5. Incorporate the teaching of hyphenated spellings:

   a. Ask the class to brainstorm as many words as possible that are hyphenated: drive-thru, sister-in-law, iron-on.

   b. Ask students to use these in sentences to illustrate their meaning.

   c. Review how plurals are generally formed in English. Do the same rules apply to all of the above words?

    d. On which words does one add an s at the end? (The compounds with a verb.) Which words do not follow the pattern? (The ones with a noun.)

    e. Lead the students to discover where the plural markers are placed.

6. Encourage the students to use some of these in their compositions.

7. Have students to share their stories.

Other Topics:

"My favorite iron-on patch"

"If only I had two sisters-in-law"

"When there was a sit-in at the drive-in"

"Why drive-ins are popular or unpopular"

CONTENT: Proofreading and Editing: Spelling

OBJECTIVE: The student will use phonetic skills to spell and pronounce words in sentences.

SKILL: - Uses phonetic skills - vowel digraphs "ie," "ei"

ACTIVITIES

1. Have your students memorize: "i" before "e" except after "c" or when sounded as /ā/ as in "neighbor" and "weigh." Then apply the rule to the following vowel digraphs. Note exceptions.

ie spells /ē/

field
yield
wield
shield
fiend
piece
niece
grief
thief
brief
chief
relief
shriek
priest
belief
siege
diesel
grieve
believe
achieve
retrieve
reprieve
medieval
hygiene
mischievous

ei spells /ē/

sheik
seize
either
neither
leisure
protein
caffein
seizure

ei spells /ā/

weight
neigh
sleigh
eight
freight
neighbor
rein
vein
veil
beige
feint

ei before gn

reign
deign
feign
foreign
sovereign

When "c" spells /s/

ei

ceiling
conceit
deceit

deceive
perceive

conceive

Other sounds ie and ei spell

friend
view
review

pie
die
lie
tie

forfeit
counterfeit

When ci, ti, or si spells /sh/, e follows

species
ancient
conscience
efficient

sufficient
deficient
proficient

patient
quotient
transient

2. Put the following word pairs on the board and have the students write the correct spelling only.

a.	recieve	receive	h.	peirce	pierce
b.	sieze	seize	i.	ancient	anceint
c.	conceit	conciet	j.	acheive	achieve
d.	view	veiw	k.	cieling	ceiling
e.	seige	siege	l.	receipt	reciept
f.	shriek	shreik	m.	sieve	seive
g.	weird	wierd	n.	pateint	patient

3. Write these phonetic spellings on the board with the regular spellings and tell the students to match them.

1. /wā/
2. /rān/
3. /āt/
4. /fȯr-ə n/
5. /nā bər/
6. /kwō shənt/
7. /spē shēz/
8. /səfishənt

a) weigh
b) eight
c) neighbor
d) sufficient
e) rein or reign
f) species
g) foreign
h) quotient

Key

1. a
2. e
3. b
4. g
5. c
6. h
7. f
8. d

3. Select several paragraphs from a story. Have the students read the material silently, listing "ie" and "ei" words on paper. Go over the listed words orally, having the students take turns telling how to pronounce each one. This is a good review of vowel digraphs and can be used several times during the year.

Reference: Kottmeyer, William, and Klaus, Audrey.
Basic Goals in Spelling,
New York: McGraw-Hill Book Company, 1976.

CONTENT: Proofreading and Editing Skills: Spelling

OBJECTIVE: The students will recognize and spell basic words of three or more syllables, especially those involving words with the *ie* spelling.

SKILLS:

- Uses basic multi-syllabic words in oral vocabulary
- Understands relationships between spelling patterns and sound patterns
- Spells monosyllablic words
- Recognizes many roots, prefixes and suffixes in oral vocabulary and sight vocabulary
- Perceives auditorily that the pronunciation of particular sounds in a *root* may alternate in derived forms of the word
- Uses and is aware of inflectional endings on root words

ACTIVITIES

1. Provide a total writing experience which will require the use of words involving roots and derived forms: e.g., *preside* - *president* - *presidential*.

   Such topics might be: What would you do if you lived in the President's residence?

   How would you *preside* over the government?

2. Allow the students through the pre-writing stage of a composition to brainstorm ideas, share viewpoints, consult references, organize the paper, etc.

3. Assist the students in writing a first draft with emphasis on content. Allow students to give feedback to each other's papers.

4. It is important to use an inductive strategy to help the students analyze the spelling-meaning relationship. To teach a particular spelling skill, allow the students to examine the following set of words in organized patterns and lead them to discover the clues to spelling.

preside - president - presidential

reside - resident - residential

precede - precedent

a. What is common to each line? (Same root.)

b. What is different? (Different pronunciation of the vowels across the set.)

c. How was the meaning changed by the suffix? (Use in sentences)

d. How is the schwa sound spelled in president and resident? How is it spelled in precedent?

e. What clue can we use to determine when the schwa sound is spelled e and when it is spelled i? (By thinking of the root which preserves the spelling.) Lead students to relate spelling of the root to the multi-syllabic words. (Note also the alternating pronunciation of the t in president vs presidential).

You may also incorporate pairs of words where the schwa sound is spelled with an o or e:

console - consolation

compete - competent

The clue to spelling the schwa sound in consolation and competent is the spelling in the root words.

5. You may help students divide the words into syllables in order to focus on roots, prefixes and suffixes.

6. Use a similar inductive strategy for showing when to use the ei or ie spelling.

Note the pattern:

conceive - conception

receive - reception

deceive - deception

perceive - perception

Note that the clue to why the sound after the soft *c* is spelled with an *e* in *conceive* can be found in the meaningful related derived form.

7. Be sure to relate spelling multi-syllabic words with vocabulary development: roots and suffix derivations.
8. Returning to the composition, allow the students to revise their composition focusing on the mechanics. Remind them to focus on forms at this point.
9. Invite students to share their compositions.
10. For supplemental activities, have the students make a list of as many multi-syllabic words using "ie"/"ei" combinations as possible, perhaps with some competition.
11. Duplicate pages of a crossword puzzle and have students complete a puzzle, perhaps as a weekly spelling supplement.
12. Challenge the students to write a coherent paragraph using twenty or more multi-syllabic words. Make this a "contest" of sorts.

Some professional sources:

Venezky, Richard,
The Structure of English Orthography
The Hague, Mouton, 1970

Chomsky, Carol,
"Reading, Writing and Phonology."
Harvard Educational Review, 1970, *40*, 287-309

Gere, Anne Ruggles,
"Alternatives to Tradition in Teaching Spelling"
Classroom Practices in Teaching English 1977-1978:
Teaching the Basics - Really!
Urbana, Ill: NCTE pp. 100-103

CONTENT: Proofreading and Editing Skills: Spelling

OBJECTIVE: The student will spell correctly frequently used school and community words.

SKILLS:
- Spells school and community words
- Writes expository paragraphs
- Does oral reading

ACTIVITIES

1. Take your students on an imaginary spelling tour of your city or community. Use the school as a starting point. To increase interest you could post a city map (or draw a simple version of main traffic arteries and points of interest you want to mention in your tour) and point to each "tourist attraction" as it is mentioned in your "tour guide" spiel.

2. Have the students begin by numbering 1-10 on clean notebook paper. Tell them to write the name of each attraction mentioned in the order they are "visited."

   Your tour may sound something like this:

   > "We will begin our tour of 1. (Name of City) at beautiful 2. (Name of school) located at 1001 3. (Name of street). As we drive through this quiet, shady neighborhood we see the well-kept homes of the fine citizens of this lovely city. Soon we will be passing the 4. (Name of Church). This is one of the oldest buildings in town still in use. When we reach 5. (Name of street) we will be approaching the 6. (Name of shopping mall) which was constructed in 1974 and cost three million dollars. The beautiful area just ahead is the 7. (Name of park) which occupies 16 acres here in the center of town. In a few moments we will be crossing the 8. (Name of bridge) over the 9. (Name of river). After that we will return to the school by 10. (Name of street).

3. Let each student check the spelling on his own paper after you have listed the words correctly on the board.

4. Next, ask each student to compose his own spelling tour using "attractions" not mentioned in your presentation.

5. On the following day spot check the tours and have two or three good ones read in class following the same procedure of spelling the community words and checking later for corrections.

CONTENT: Proofreading and Editing Skills: Spelling

OBJECTIVE: The student will form the plurals of nouns ending in "o."

SKILLS:
- Spells correctly nouns ending in "o"
- Recognizes and corrects spelling errors in own work and that of others

ACTIVITIES

1. Introduce the basic spelling rules for nouns ending in "o," perhaps asking students to identify and correct errors posted on board.

2. Have a spelling bee incorporating plurals studied in this unit. (Even older students enjoy the competition.)

3. Assign an in-class paragraph whose topic must be a noun ending in "o" (e.g., a piece on heroes, tomatoes, potatoes, pianos, etc.).

4. Students proofread each other's work for errors in spelling, including the concepts studied in this segment.

5. Ask students to proofread newspapers and magazines for errors. Clip and attach to notebook paper for extra credit.

6. As an on-going activity, place a misspelled word somewhere in the classroom. Applaud the person who finds it and give him a gold star.

7. Around the room, post notebook-sized paper with correct spelling of difficult words. The constant exposure to the correct spelling will aid retention.

CONTENT: Proofreading and Editing Skills: Spelling (dialects and colloquialisms)

OBJECTIVE: Spells and uses correct homonym in context.

SKILLS:
- Develops listening skills
- Appreciates language variation of American dialects
- Understands the concept homonym (homophone) - two words which sound alike, but are spelled differently

ACTIVITIES

1. Bring in samples of dialect for appreciation and analysis. Some sources are: folk songs, sports interviews, recordings of Mark Twain, etc. (Cajun Alligator Christmas Story)

2. Lead students to discuss how their speech differs from those on the recordings.

3. Lead class to discover that a dialect is a variety of language identification to speakers in different geographical areas and social classes.

4. Bring in a survey of regional vocabulary items: (See Roger Shuy's book in reference for sample exercises)

   "What do you call a container for water?" (pail, bucket)

   "What would you use for a carbonated drink?" (pop, soda, etc.)

   "How do you pronounce the sentence: Park the car by the river?" (Pawk duh cah by the rivuh)

   "Which do you use: I don't have any money! or I ain't got no money?"

   Determine which pronunciations are used in your dialect by selecting the two words that rhyme in each of the following sets of words.

   (1) root, shoot, foot
   (2) gnaw, drawer, saw
   (3) singer, bringer, linger
   (4) deaf, thief, chef
   (5) hire, far, liar

Write the word in each of the following sets of synonyms that is used in your dialect.

(1) green beans, snap beans, string beans
(2) seesaw, teeter-totter
(3) fishworm, earthworm, angleworm
(4) flapjack, pancake, hot cake
(5) skunk, polecat
(6) stoop, porch
(7) divan, couch, sofa

5. Relate the above with #2 and #3.

6. Have students "translate" a passage in a poem, short play, or a recording into another dialect. When is standard English most appropriate? What are the different features of standard and non-standard English?

7. Lead students to realize that although pronunciations vary across the country, the spelling remains the same. President Carter and Senator Kennedy pronounce car differently (caw, cah), but the spelling remains the same. Can you think of more examples?

   Write creek on the chalkboard; call upon several students to pronounce the word. Then explain that if one pronounces the word creek to rhyme with sleek, then he is probably from a Southern or Midland state. If one pronounces the word creek to rhyme with stick, he is probably from a Northern state.

   Ask students what word they use to refer to a round container with a flat bottom and a curved handle, used for carrying water. If pail is the word, the student is probably from a Northern state; if bucket is the word, the student is probably from a Southern or Midland state.

   Have students infer from the examples the three ways dialects may differ (i.e., vocabulary, pronunciation, and grammar).

8. Next, lead students to realize that some dialects have different sets of homonyms - two words that sound alike in some dialects may be pronounced differently in other dialects - merry, mary, marry; poor, pour, pore; all-oil; oil-erl; pin-pen. How does a listener understand which is which? (through context) - e.g., Merry Christmas, Mary!

   Pour the oil in the car., etc. The use of context is crucial in the learning.

9. Review the concept of homonym (homophone) and the use of context.

   meet - meat   sow - sew

How do we remember the difference between the two words? --through context.

10. Give sample dictation exercise - "I will meet you by the meat market," etc.

11. Let us also practice the spellings of words which operate like homonyms in some dialects.

    The water will flow on the floor.

    The boy was caught stealing the cot.

    Remind students to be aware of context clues in order to choose the proper spelling, for some speakers might not distinguish them in spelling.

12. Students may continue discussion of dialects or read dialects written by Twain, Eggleston, Joel Chandler Harris, etc.

13. Have each student research his/her own cultural heritage. In a written or oral report on his cultural history, he should include information on the following: language, dialects, nationality, legends, old beliefs, interesting foods which are associated with his family.

Reference: Shuy, Roger,
Discover American Dialects.
Urbana: NCTE Publication, 1967.

CONTENT: Proofreading and Editing: Usage, Spelling, Punctuation, Capitalization

OBJECTIVE: The student will identify usage, capitalization, punctuation, and spelling errors in composition.

SKILL: - Proofreads and edits

ACTIVITIES

1. Duplicate or write on the chalkboard the following excerpt from A Kingdom in A Horse by Maia Wojeiechowska.

   It was a real bueatiful walk. The path was not to shadey, and the wunderful foliage was green. As sarah and gypsy walked to the top of the hill she knew its real important not to show fear to her horse. Sarah had reade a book, Care for Horses, and Lee Earl had learned her good two. Sarah try to here everything that Lee Earl suggest.

2. Have the students make a four column chart on a page and list all errors in the proper category.

   Ex.:

Spelling	Usage	Punctuation	Capitalization
bueatiful	real	hill, she	sarah

3. When the charts have been compared and errors identified, have the students complete the exercise by writing the paragraph correctly.

CONTENT: Proofreading and Editing Skills: Usage, Writing Mechanics, Spelling, Organization

OBJECTIVE: Students will proofread and suggest corrections to compositions other than their own.

SKILLS:
- Detects organizational weaknesses
- Proofreads for errors in spelling, usage, etc.
- Completes fragments
- Corrects comma splices

ACTIVITIES

1. Choose three students who had the fewest errors and the overall best papers on the previous theme assignment. Ask the students to:

    a. participate as part of a WRITING LAB by proofreading and making corrections on a portion of the themes written by other classmates.

    b. meet individually with each student whose paper the writing lab participant proofread and corrected.

    c. recommend changes and corrections to these students and explain all criticism.

    This activity requires class time to set up actual conferences between students and writing lab participant. It requires time for the students who have had their papers proofread to rewrite with corrections they choose to make.

2. After the teacher grades the themes, a day is set aside for the teacher, students, and writing lab participants to check the remaining errors to ascertain why these errors were overlooked.

    * There is a secondary critical skill developed by the student who must decide what suggestions and corrections to use in his rewriting.

3. Have each child choose a topic of interest and get appropriate books from the library. After looking through the table of contents of each book, he may make up a list of the information available on his chosen subject. From this list, the student should choose one or two topics of most interest to him.

Example: Sun

Makeup of the sun
Solar eclipses
Sun spots
Superstitions about eclipses
Sun gods and worshippers

If the student decides he is most interested in superstitions, he will then read all the information about this topic and write his paragraph or theme.

Reference: Macrorie, Ken. Writing to Be Read.

CONTENT: Proofreading and Editing Skills: Punctuation

OBJECTIVE: The student will apply punctuation rules as he writes sentences which include titles.

SKILLS:
- Uses colon with Bible chapters and verse
- Uses semicolon between series of items containing commas
- Underlines titles of works of art, long musical compositions and motion pictures
- Underlines names of ships, trains, and airplanes
- Uses quotation marks with titles of radio and television programs and songs
- Writes narrative composition

ACTIVITIES

Assign as homework:

1. Read the book Ruth from the Bible.

2. Cite the book in the Bible, chapter, and the verse where the character Ruth is first mentioned. Remember to place the colon and the comma correctly.

3. Place the semicolons correctly in the following:

   Naomi told her daughters-in-law to "Go, return each to your mother's house the Lord deal kindly with you, as you have dealt with my sons, and with me," and wished that they should, in due course, find rest in the homes of new husbands.

4. In class suggest titles of an oil painting, a long musical composition, and a movie about the events and characters in the book of Ruth. Instruct the students to use these in three separate sentences, remembering that each title should be underlined.

5. Write a modern version of the story of an orphan who returns to her home, prepares herself for a career, and becomes an executive for an important company. Have her travel by train, ship, and airplane, remembering to underline each as you mention them in sentences.

   Examples would be: Air France, Swissaire, Eurail

   She should appear on television and be heard on the radio. She might be introduced by the song "I am Woman." Use quotation marks for these last three.

CONTENT: Proofreading and Editing Skills: Punctuation

OBJECTIVE: The student will recognize and use the comma correctly.

SKILLS:
- Uses commas with appositives
- Uses the comma with parenthetical expressions
- Uses the comma with nouns of address
- Uses the comma to avoid misreading

ACTIVITIES

1. Give the class simple sentences as a group, add appositives, nouns of address, etc. (Be sure to teach only one skill at a time.)

   Example: Appositive - My uncle took me to the store.
   My uncle, the electrician, took me to the store.

   Nouns of address - Come here.
   John, come here.

   Later, read and discuss the possible answers. Stress the voice change where the commas are placed.

2. Prepare short story worksheets without commas. The stories must be read out loud for students to see that commas are placed in sentences sometimes to avoid misreading. Ask students where they would place the commas. After the sentences have the commas properly inserted, have students reread their stories, pausing at commas.

3. To establish a purpose for commas, distribute sentences whose meaning is changed when punctuation is added.

   Example: The teacher said the principal was not very good looking.
   "The teacher," said the principal, "was not very good looking."

   I don't want to eat Mother!
   "I don't want to eat, Mother!"

   Put the cookie down John.
   "Put the cookie down, John!"

   Have the students write their own tricky sentences to try out on their classmates.

CONTENT: Proofreading and Editing Skills: Usage and Sentence Structure

OBJECTIVE: The student will demonstrate his understanding of fundamental rules of usage and his ability to use them in his writing and speaking.

SKILLS:
- Uses words, letters, and signs referred to as such
- Uses quotation marks with slang words and question marks
- Uses subject-verb agreement
- Uses pronoun-antecedent agreement
- Uses perfect tenses of verbs
- Corrects faulty parallelism
- Corrects comma splices
- Corrects faulty subordination

ACTIVITIES

---

1. Begin the discussion of the specific skill by defining the concept and giving an example.

2. Discuss with students the problems of misuse of the grammatical concept and illustrate with examples.

   Example:

   What happens if you describe your work experience as a "real gas" and your employer "as a cool dude"?

3. Have an oral and/or written drill. You may wish to use the following materials in this practice activity:

   a. overhead transparencies
   b. workbooks
   c. handouts
   d. texts
   e. tape recorder

   Example: Play a tape recording of informal student conversation. Use this as a springboard for a discussion of good usage.

4. Using handouts or opaque projector, post some sample student errors of the type you are considering, and discuss communication problems.

5. Use sentences from the following activity to have students deduce the rules appropriate to the skill being taught. You may wish to create your own faulty sentences for this activity.

Directions: Each sentence contains an error. Correct the error. Then state a rule in your own words covering the grammatical principle involved whether in usage or mechanics.

1. There are six and's in this math problem.
2. Don't say cool it when you mean stop.
3. Did she ask has he arrived?
4. One of the boys are in trouble.
5. Everybody brought their books.
6. I found the glove that I left at the camp.
7. She likes swimming, bowling, and to play tennis.
8. I called the secretary, she answered the phone promptly.
9. Although this man is an exceptional golfer, he is totally blind.

6. The students will write an essay on a topic of his choice to be graded on the specific skill being taught in the usage unit. You may wish to have students proofread each other's rough drafts using the editing system in this guide.

Bibliography

(These books may be helpful for exercises and activities pertaining to usage skills listed above)

Billafiore, Harry. Errors in English and Ways to Correct Them. New York: Barnes and Noble, 1962.

Blockhahn, Katherine et al. Writing - Unit Lessons in Composition. (Multi-volume series) Palo Alto, California: Ginn and Company, 1975.

Daiker, Donald A., Andrew Kerek, Max Morenberg. Sentence Combining and the Teaching of Writing. Conway, Arkansas: University of Arkansas Press, 1979.

Hickman, Sara. First English Review. Cambridge, Mass.: Educator's Publishing Service, Inc., 1980.

Kusler, Gerald et al. Practice for Using Good English. Laidlaw, 1963.

Levy, Wilbert J. Sense of Sentences. New York: Amsco School Publication, Inc. 1976.

Moore, Malcolm. Sentence Improvement. Atlanta: Houghton Mifflin, 1975.

Shaw, Harry. Errors in English and Ways to Correct Them. New York: Barnes & Noble, 1962.

Walsh, J. Martin and Anna K. Walsh. Plain English Workbook. Wichita, Kansas: McCormick-Mathers, 1966.

Woods, Earl F. Senior English Review Exercises. Cambridge, Mass.: Educators Publishing Service, Inc., 1980.

Yates, Pauline & Edward Delaney. Basic Language, Messages and Meanings (Workbook). New York: Harper and Row, 1975.

CONTENT: Proofreading and Editing: Selecting and limiting a topic

OBJECTIVE: The learner will understand and learn to use a method of selecting and limiting a topic.

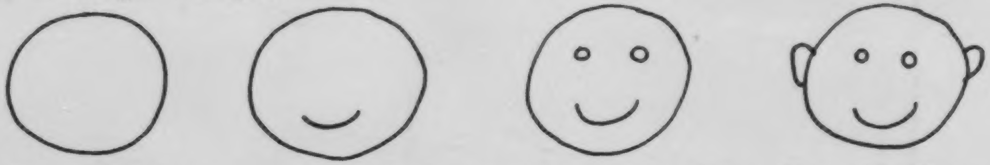
SKILLS;
- Understands importance of limiting a topic
- Limits a topic to manageable proportions
- Selects a topic appropriate for assignment and audience

ACTIVITIES

1. Teacher develops through oral discussion an understanding of the importance of limiting a topic. Ask a student to talk about a topic, for example, the Civil War. When he hesitates, ask another to talk about sports; another, automobiles. Some pupils will ask when called upon "What do you mean? When another tries to answer say "No, I am sorry; that is not what I am looking for with this topic." The idea is to make the students so frustrated that they realize the importance of narrowing a topic.

2. Draw a circle on the chalkboard. Have students suggest additions to the circle until it becomes a specific item, no longer a vague circle.

   Example:



3. Explain narrowing a topic or a movement from general to specific. Give example:

   dog → hunting dog → beagle

4. Play some classical music on record player. Ask students to isolate one concrete thing that comes to mind.

   ocean → Atlantic   Gulf of Mexico → Cameron Coast

5. Have the first person in a row offer a broad topic. The second narrows it; the third narrows it even further. The result will become the topic of the row for a timed in-class writing assignment.

6. Give students a hand-out on which a list of generalities are placed. Have students orally narrow the topics as far as possible.

7. Ask each student to make a list of important questions which will help him narrow a research topic. Allow time for the students to compare lists.

8. Allow students to practice narrowing the following research topics:

   a. The Civil War
   b. Slavery
   c. William Shakespeare's Plays
   d. The Union of Soviet Socialist Republics
   e. The Rice of the Roman Civilization in the Time of Caesar
   f. The Life of the Kings and Queen of England
   g. Money
   h. The Olympic Games

9. Require students to select and limit a topic for a writing assignment.

Reference: Teacher's Guide: Composition.
Silver Burdett Company.

Skills Continuum

READING SKILLS CONTINUUM

Grades 9-12

* Introduced
** Ongoing
*** Mastered

READING SKILLS CONTINUUM, GRADES 9-12

	INTRO. LEVEL	9	10	11	12
Uses phonic analysis for the association of sounds with consonants and vowels	*1	**	----	----	----
Uses structural analysis to identify the meaning units in words and to increase vocabulary					
1. Prefixes					
a. anti, ante, astro, fore, scrib, over, out, uni	*7	***			
b. centi, counter, dec, duo, hydro, hydra, hydr, intra, octa, quad, quart, sept, sex	*8	**	***		
2. Suffixes					
a. hood, ian, ic, ity, ure, gram, graph, phone, some	*7	***			
b. logy, logist, ship, ward	*8	**	***		
3. Variant endings: s, es, ed, ing, er, est	*1	**	----	----	----
4. Compound words: ice cream (open), daylight (closed), sister-in-law (hyphenated)	*1	**	----	----	----

* Introduced
** Ongoing
*** Mastered

READING SKILLS CONTINUUM, GRADES 9-12

	INTRO. LEVEL	9	10	11	12
5. Contractions: ex. they're, it's, can't, etc.	*1	**	----	----	----
6. Possessives: ex. student's (singular), students' (plural)	*1	**	----	----	----
7. Root words: ex. transportation, porter, kindest, careful	*1	**	----	----	----
8. Plurals: ex. girls, boys (regular), women, men (irregular)	*1	**	----	----	----
9. Syllabication: ex. be-lieve, ri-dic-u-lous	*3	**	----	----	----
10. Accent: ex. pi'lot, be'cause	*3	**	----	----	----
Uses context clues to extract word meaning: i.e., definition, synonym, summary, or example	*1	**	----	----	----
Uses synonyms, antonyms, homonyms	*1	**	----	----	----
Recognizes and understands the vocabulary unique to a particular content area	*4	**	----	----	----
Understands the denotative and connotative meanings of words	*5	**	**	----	----

593

594

* Introduced
** Ongoing
*** Mastered

READING SKILLS CONTINUUM, GRADES 9-12

	INTRO. LEVEL	9	10	11	12
Applies knowledge of word origins (etymology) for more complete understanding of terminology		*	**	----	----
Demonstrates literal comprehension in oral and silent reading					
1. At reading grade level 6.5		***			
2. At reading grade level 7.0			***		
3. At reading grade level 7.5				***	
4. At reading grade level 8.0					***
Demonstrates through oral reading an understanding of the relationship of punctuation to meaning	*1	**	----	----	----
Locates and recalls details in paragraphs and multi-paragraph compositions	*1	**	----	----	----
Recognizes and recalls the pattern and sequence of ideas					
1. Chronological					

* Introduced
** Ongoing
*** Mastered

READING SKILLS CONTINUUM, GRADES 9-12

	INTRO. LEVEL	9	10	11	12
a. Beginning to end (history texts)	*4	**	----	----	----
b. Reverse order (fifth, fourth, third)	*4	**	----	----	----
c. Flashback - climax given first, followed by a beginning-to-end sequence	*1	**	----	----	----
2. Spatial (descriptive) order - pattern of discussion is from area-to-area	*5	**	----	----	----
3. Expository order - unifying factors are ideas and/or facts. Expository writing can be organized in the following kinds of patterns:					
a. Cause to effect	*1	**	----	----	----
b. Effect to cause	*1	**	----	----	----
c. Question to answer		**	----	----	----
d. General statement to factors or details (deduction)		*	**	----	----
e. Details to general statement (induction)		*	**	----	----

* Introduced
** Ongoing
*** Mastered

READING SKILLS CONTINUUM, GRADES 9-12

	INTRO. LEVEL	9	10	11	12
Finds the main idea in paragraphs or stories by:					
1. Selecting the appropriate title	*1	**	----	----	----
2. Selecting topic sentences	*2	**	----	----	----
3. Selecting key words in sentences and paragraphs	*7	**	----	----	----
4. Summarizing	*4	**	----	----	----
Follows oral and written directions	*1	**	----	----	----
Perceives literal and implied relationships					
1. Comparison/contrast	*4	**	----	----	----
2. Cause and effect	*1	**	----	----	----
3. Setting/situation	*4	**	----	----	----

* Introduced
** Ongoing
*** Mastered

READING SKILLS CONTINUUM, GRADES 9-12

	INTRO. LEVEL	9	10	11	12
4. Analogies	*4	**	----	----	----
Detects inferences of time and place, mood, and motive of character	*4	**	----	----	----
Induces theme		*	**	----	----
Draws conclusions and makes generalizations	*1	**	----	----	----
Predicts outcomes	*1	**	----	----	----
Recognizes and has experiences in reading various types of literature	*1	**	----	----	----
Recognizes and understands figurative expressions in oral and written language					
1. Simile	*6	**	----	----	----
2. Metaphor	*4	**	----	----	----
3. Personification	*4	**	----	----	----

* Introduced
** Ongoing
*** Mastered

READING SKILLS CONTINUUM, GRADES 9-12

	INTRO. LEVEL	9	10	11	12
4. Hyperbole	*8	**	----	----	----
5. Apostrophe		*	**	----	----
Recognizes and understands the use of language to achieve a special purpose					
1. Satire	*7	**	----	----	----
2. Irony	*7	**	----	----	----
3. Rhyme and meter	*7	**	----	----	----
4. Dialects, idioms, and colloquialisms	*4	**	----	----	----
5. Symbolism			*	**	**
6. Onomatopoeia	*7	**	----	----	----
7. Alliteration		*	**	----	----

* Introduced
** Ongoing
*** Mastered

READING SKILLS CONTINUUM, GRADES 9-12

	INTRO. LEVEL	9	10	11	12
8. Tone			*	**	**
9. Assonance		*	**	----	----
Recognizes and understands the elements of plot structure	*8	**	----	----	----
Recognizes and understands the author's point of view to the development of a literary selection	*4	**	----	----	----
Recognizes the author's intent to inform, entertain, or persuade	*8	**	----	----	----
Detects the use of propaganda techniques, such as:	*5	**	***		
1. Bad names - expressions, the connotations of which are unpleasant. They are used to incite hate, cause fear, dislike or distress. (Communist, cheap, fat, etc.)		*	**	----	----
2. Glad names - expressions with pleasant connotations used to convince others of our opinions or to sway their thinking. (Smooth, economical, slim, glamorous, etc.)		*	**	----	----
3. Testimonial - a tribute given for a person's or a thing's service or achievement. In advertising, the testimonial is often given by a glamorous movie star or a famous athlete.		*	**	----	----
4. Transfer - a technique whereby a highly regarded symbol, person, or concept is in some manner related to an idea or product for purposes of selling. For example, a picture of a particular person might attract us to a magazine, car, etc.		*	**	----	----

* Introduced
** Ongoing
*** Mastered

READING SKILLS CONTINUUM, GRADES 9-12

	INTRO. LEVEL	9	10	11	12
5. Plain folks - playing up the "average person" image in order to sell a product or an idea. The politician often dresses as the "working man" does or kisses babies in crowds.		*	**	----	----
6. Card stacking - giving only one side of an issue for purposes of gaining support or achieving a goal		*	**	----	----
7. Bandwagon - with this technique the appeal is to "join the crowd" because "everybody is doing it."		*	**	----	----
Distinguishes between fact and opinion	*3	**	----	----	----
Judges the authenticity of a source of information		*	**	----	----
Judges the success of the author's style and emotional appeal in accomplishing his purpose	*7	**	----	----	----
Recognizes fallacies of reasoning in reading materials	*8	**	----	----	----
1. Mistaken causal relationships		*	**	----	----
2. Statistical fallacy		*	**	----	----
3. Oversimplification		*	**	----	----

* Introduced
** Ongoing
*** Mastered

READING SKILLS CONTINUUM, GRADES 9-12

	INTRO. LEVEL	9	10	11	12
4. Stereotyping	*8	**	----	----	----
5. Ignoring the question		*	**	----	----
6. Begging the question		*	**	----	----
7. Hasty generalizations		*	**	----	----
Synthesizes from material read					
1. Extends generalizations beyond sources		*	**	----	----
2. Hypothesizes		*	**	----	----
3. Suggests alternatives		*	**	----	----
4. Produces a unique communication		*	**	----	----
5. Produces a plan of operation		*	**	----	----

* Introduced
** Ongoing
*** Mastered

READING SKILLS CONTINUUM, GRADES 9-12

	INTRO. LEVEL	9	10	11	12
Uses study skills					
1. Extracts needed information from a book by using:					
a. Table of contents and glossary	*4	**	----	----	----
b. Footnotes	*7	**	----	----	----
2. Adjusts reading rate to materials and purposes	*7	**	----	----	----
3. Reads, understands, and uses graphic materials -- maps, globes, charts, graphs, cartoons	*1	**	----	----	----
4. Using library sources efficiently to obtain information and for recreational reading selection	*3	**	----	----	----
5. Uses unabridged dictionary	*6	**	----	----	----
6. Uses thesaurus and almanac	*7	**	----	----	----
7. Completes an outline	*3	**	----	----	----

* Introduced
** Ongoing
*** Mastered

READING SKILLS CONTINUUM, GRADES 9-12

	INTRO. LEVEL	9	10	11	12
8. Uses note-taking skills	*5	**	----	----	----
9. Skims and scans reading materials	*4	**	----	----	----
10. Applies SQ3R study technique (survey, question, read, recite, review). Student applies this study technique to everything he reads, except when reading for pleasure.	*4	**	----	----	----
Follows directions and completes tasks when taking tests or filling out application or information forms	*5	**	----	----	----
Recognizes and associates printed symbols, abbreviations, and formulae with meaning in content material		*	**	---	----
Applies problem solving approach: identifies problem, gathers information, devises possible solution, selects option, uses option, evaluates		*	**	---	----

WRITING SKILLS CONTINUUM

Grades 9-12

615

* Introduced
** Ongoing
*** Proficiency

WRITING SKILLS CONTINUUM, GRADES 9-12

TYPES AND FORMS OF WRITING	INTRO. LEVEL	9	10	11	12
Employs the five senses in a three to five paragraph essay	*8	**	----	----	----
Writes a paragraph describing a picture or a series of pictures using either facts or opinions	*4	**	***		
Writes a paragraph using either subjective or objective description	*6	***			
Uses figurative language in simple description	*4	**	----	----	----
Writes effective similes, metaphors, and uses personification	*5	**	----	----	----
Writes a story using ideas from pictures or other stimuli	*1	**	----	----	----
Expands known stories by adding characters, conflict, or by changing settings or endings (orally)	*3	**	----	----	----
Writes stories about imaginary animals, people, objects	*2	**	----	----	----
Writes autobiographical sketches	*2	**	----	----	----
Writes simple short stories with plot, characters, and dialogue	*3	**	----	----	----

* Introduced
** Ongoing
*** Proficiency

WRITING SKILLS CONTINUUM, GRADES 9-12

TYPES AND FORMS OF WRITING (continued)	INTRO. LEVEL	9	10	11	12
Writes short plays, puppet plays, vignettes, skits, film scripts or TV scripts	*5	**	----	----	----
Tells about a personal reaction to a book	*1	**	----	----	----
Writes about personal experiences (e.g., trips, family life)	*3	**	----	----	----
Composes a simple news item	*4	***			
Writes a three to five paragraph theme from a given topic	*6	**	**	***	
Develops a three to five paragraph theme from an introductory paragraph	*6	**	***		
Writes a three to five paragraph expository theme on own topic	*8	**	----	----	***
Gives directions to locate familiar places	*K	**	----	----	----
Explains how to perform certain tasks (orally)	*K	**	----	----	----
Writes a three to five paragraph explanation of a process (e.g., recipes, directions)	*8	**	----	----	***

* Introduced
** Ongoing
*** Proficiency

WRITING SKILLS CONTINUUM, GRADES 9-12

TYPES AND FORMS OF WRITING (continued)	INTRO. LEVEL	9	10	11	12
Writes interpretations of old sayings, proverbs, adages, etc.	*5	**	----	----	----
Writes interpretive paragraphs of literary works, pictures, political cartoons, etc.	*8	**	----	----	***
Writes a three to five paragraph analysis of a written work		*	**	----	----
Completes job applications	*5	**	***		
Writes résumés			*	**	***
Takes notes from a written source, lecture, visual source	*6	**	----	----	----
Writes précis		*	**	----	***
Expresses opinions and viewpoint (orally)	*K	**	----	----	----
Distinguishes between facts and opinions in own written reports	*4	**	***		
Writes two to three paragraphs stating opinions on literary subjects, class discussions, school-related issues, etc.	*7	**	----	----	***

* Introduced
** Ongoing
*** Proficiency

WRITING SKILLS CONTINUUM, GRADES 9-12

TYPES AND FORMS OF WRITING (continued)	INTRO. LEVEL	9	10	11	12
Writes paragraph using techniques of propaganda	*7	**	----	----	***
Writes persuasive letters (e.g., letters to editors, letters of complaint)	*7	**	----	***	
Writes a three to five paragraph persuasive paper		*	**	----	***

* Introduced
** Ongoing
*** Mastered

WRITING SKILLS CONTINUUM, GRADES 9-12

WRITING SKILLS	INTRO. LEVEL	9	10	11	12
Uses margins in writing assignments	*1	**	----	----	----
Uses correct strokes to join letters when writing words in cursive form		**	----	----	----
Meets standards of legibility and speed in manuscript and cursive writing	*3	**	----	----	----
Spells common words with sounds of diphthongs /oi/ as in choir, /oy/ as in toy, and /ou/ as in hour	*4	***			
Spells correctly the plurals of common hyphenated compound words with nouns, such as brothers-in-law	*5	**	***		
Spells correctly the plurals of common hyphenated compound words with verbs, such as sit-ins, drive-ins	*7	**	***		
Spells correctly frequently used school and community words	*1	***			
Spells frequently used words in the content area	*4	**	----	----	----
Spells correctly common words containing ie, ei, such as believe, receive, deceive	*4	**	***		
Spells correctly commons words remaining the same in singular and plural forms, such as deer, sheep	*4	**	***		

* Introduced
** Ongoing
*** Mastered

WRITING SKILLS CONTINUUM, GRADES 9-12

WRITING SKILLS (continued)	INTRO. LEVEL	9	10	11	12
Recognizes and spells basic words of three or more syllables	*5	**	***		
Recognizes and uses the pattern of words to divide words into correct syllables: VV (li/on), VCV (ti/ger), VCCV (pic/nic)	*5	**	***		
Spells and uses correct homonym in sentence dictation	*4	**	***		
Spells correctly the plural forms of nouns ending in o, as tomato--tomatoes, piano--pianos	*4	**	***		
Spells correctly foreign plurals accepted in English as alumni, parentheses, analyses		*	**	----	***
Capitalizes titles of persons, titles used in addresses or part of a proper name, proper nouns and adjectives, and abbreviations	*1	**	***		
Uses capital letters appropriately in outlines	*4	**	----	----	----
Capitalizes appropriately the titles of newspapers, works of art, magazines, motion pictures, television programs, school subjects, and musical compositions	*7	**	***		
Employs the period correctly after numerals and letters in outlines	*4	**	***		
Uses the comma correctly in the following instances:					

* Introduced
** Ongoing
*** Mastered

WRITING SKILLS CONTINUUM, GRADES 9-12

WRITING SKILLS (continued)	INTRO. LEVEL	9	10	11	12
1. Simple phrases and clauses in a series	*6	**	***		
2. Consecutive adjectives		*	**	----	----
3. Appositive and parenthetical expressions	*6	**	***		
4. Nonrestrictive clauses and phrases	*7	**	***		
5. Nouns of address	*3	**	***		
6. Introductory work	*3	**	***		
7. Introductory clauses and phrases	*6	**	----	----	----
Uses a semicolon to join clauses of compound sentences when conjunction is omitted or when clauses contain commas	*7	**	----	----	----
Uses a semicolon to separate a series of items containing commas	*8	**	----	----	----
Uses a semicolon before a conjunctive adverb joining clauses of a compound sentence	*8	**	----	----	----

* Introduced
** Ongoing
*** Mastered

WRITING SKILLS CONTINUUM, GRADES 9-12

WRITING SKILLS (continued)	INTRO. LEVEL	9	10	11	12
Uses the colon appropriately in volume and page number		*	**	----	----
Underlines titles of books, plays, magazines, and newspapers	*6	**	***		
Underlines names of ships, trains, and airplanes	*8	**	***		
Underlines titles of works of art, long musical composition, motion pictures, and foreign words	*8	**	----	----	----
Underlines italicized words, letters, signs referred to as such or used as illustrations		*	**	----	----
Uses quotation marks to show exact words of speaker	*4	**	***		
Uses quotation marks with titles of articles, essays, short stories, short poems, and chapters	*5	**	----	----	----
Uses single quotation marks for a quotation within a quotation	*7	**	----	----	----
Uses quotation marks with titles of radio and television programs, songs, slang words, and words used in a special sense		*	**	----	----
Uses quotation marks appropriately in relation to other quotation marks, with semi-colons and colons	*6	**	----	----	----

* Introduced
** Ongoing
*** Mastered

WRITING SKILLS CONTINUUM, GRADES 9-12

WRITING SKILLS (continued)	INTRO. LEVEL	9	10	11	12
Uses quotation marks appropriately with question marks		*	**	----	----
Uses quotation marks appropriately with the placement of periods and commas, inside quotation marks	*5	**	***		
Uses hyphen to syllabicate words that are divided at the end of a line and with compound words and fractions used as modifiers	*4	**	----	----	----
Uses apostrophe with possessive singular nouns	*2	**	***		
Uses apostrophe with possessive plural nouns, plural of letters, figures, and words used as words, to show omission of numerals in a date such as '78, and to show omission of letters in words other than contractions	*3	**	----	----	----
Uses proper manuscript form for outlining		**	***		
Uses proper manuscript form for footnotes and bibliography	*7	**	----	----	----
Uses appropriate form of singular possessive nouns	*1	**	***		
Uses plural possessive nouns	*2	**	----	----	----
Uses comparative and superlative forms of adjectives appropriately such as fewer, fewest; better, best; more beautiful, most beautiful	*2	**	***		

* Introduced
** Ongoing
*** Mastered

WRITING SKILLS CONTINUUM, GRADES 9-12

WRITING SKILLS (continued)	INTRO. LEVEL	9	10	11	12
Recognizes and completes sentence fragments	*4	**	***		
Recognizes and corrects run-on sentences	*4	**	***		
Distinguishes between contractions and possessives	*4	***			
Distinguishes among sentences according to meaning (declarative, imperative, interrogative, exclamatory)	*5	***			
Recognizes and builds the noun-verb-direct object sentence	*5	**	***		
Recognizes and builds the noun-verb-adverb sentence	*5	**	***		
Recognizes and composes the noun-linking verb-predicate noun or predicate adjective sentence	*5	**	----	***	
Changes word order of sentence (sentence variety)	*6	**	----	----	----
Makes predicate agree with subjects of varying complexity (compound subjects, collective nouns, and sentences beginning with "there" or "where")	*6	**	----	***	
Uses pronouns in the objective case	*6	**	***		

* Introduced
** Ongoing
*** Mastered

WRITING SKILLS CONTINUUM, GRADES 9-12

WRITING SKILLS (continued)	INTRO. LEVEL	9	10	11	12
Uses the appositive in a sentence		**	***		
Recognizes and composes the noun-verb-indirect object-direct object sentence	*7	**	***		
Uses the perfect tense of verbs	*7	**	----	***	
Recognizes subordinating conjunctions	*7	**	***		
Distinguishes between dependent and independent clauses in sentences	*7	**	***		
Classifies and builds sentences according to structure (simple, compound)	*7	***			
Makes pronoun and antecedent agree	*7	**	----	***	
Recognizes correlative conjunctions	*8	**	***		
Recognizes and corrects comma splices	*8	**	***		
Recognizes and composes complex sentences	*8	**	***		

* Introduced
** Ongoing
*** Mastered

WRITING SKILLS CONTINUUM, GRADES 9-12

WRITING SKILLS (continued)	INTRO. LEVEL	9	10	11	12
Recognizes and corrects misplaced modifiers	*8	**	----	----	----
Recognizes and uses noun, adjective and adverbial clauses in sentences	*8	**	----	----	----
Writes compound-complex sentences		*	**	----	----
Recognizes the function of verbals and verbal phrases		*	**	----	----
Recognizes and corrects dangling participles		*	**	----	----
Recognizes restrictive and nonrestrictive clauses		*	**	----	----
Recognizes and corrects faulty subordination			*	**	----
Recognizes and corrects faulty parallelism			*	**	----
Changes compound sentences to complex sentences		*	**	----	----
Reduces clauses to participial or prepositional phrases			*	**	----

* Introduced
** Ongoing
*** Mastered

WRITING SKILLS CONTINUUM, GRADES 9-12

WRITING SKILLS (continued)	INTRO. LEVEL	9	10	11	12
Recognizes emphatic and progressive tenses of verbs				*	**
Recognizes the three moods of a verb				*	**
Writes topic sentence for a paragraph on a given topic	*4	**	***		
Selects and limits a topic	*6	**	***		
Develops a thesis statement for an essay	*8	**	***		
Structures an outline by using the topic outline method	*4	**	***		
Structures an outline using the sentence outline method	*7	**	---	----	-----
Adapts writing to different audiences and purposes	*6	**	---	----	-----
Proofreads for language structure and mechanics in own writing	*2	**	---	----	-----
Edits compositions by deleting irrelevant material	*9	*	**	---	-----

* Introduced
** Ongoing
*** Mastered

WRITING SKILLS CONTINUUM, GRADES 9-12

WRITING SKILLS (continued)	INTRO. LEVEL	9	10	11	12
Strengthens paragraphs by adding supporting material	*7	**	***		
Strengthens compositions by adding supporting material	*9	*	**	----	----
Proofreads and edits compositions other than his own	*6	**	----	----	----

APPENDICES

EVALUATING WRITING

- Non-Graded Writing
- Holistic Evaluation
- Peer Editing

AUDIOVISUAL MATERIALS

RECOMMENDED READING FOR TEACHERS

EVALUATING WRITING

The Language Arts Curriculum Guide, Grades 9-12, places a heavy emphasis on types and forms of composition. Teachers are faced with a commitment to teach more writing to classes that are often larger than they should be, resulting in an almost unbearable paper load. In addition, many teachers not only feel insecure about teaching composition, but also feel very unsure about making valid judgments in scoring compositions. The committee has made an effort to assemble some practical, easy-to-use suggestions for evaluating student writing and for dealing with the paper load.

NON-GRADED WRITING

"Timed" Writing: Have students write the first five minutes of class every day in a notebook. This can be slightly structured activity (interpretation of or reaction to a quotation, for instance) or highly unstructured. On Friday, the students select one of the writings, revise it, and submit it for a grade. They have written four short compositions but the teacher only evaluates one.

Journal Writing: One very effective way to help students overcome the fear of writing and develop fluency and confidence is to introduce them to journal writing. Have students use a notebook and allow some time periodically to write in their journals. There are many ways to approach journal writing. On Monday, students might be asked to write a special kind of entry all week: descriptive entries; reactions to current school, local or national topics; autobiographical entries; plans for the future; problems and concerns or character sketches of friends or relatives; etc. Occasionally, the students should be encouraged to share some of their entries with other class members. Perhaps journal entries can be used as the basis for a composition assignment that will be evaluated. A teacher can quickly check once a week and determine whether students are writing. Journal writing can be a means of discovering oneself and of refining ideas.

HOLISTIC EVALUATION

Holistic evaluation involves looking at compositions as a whole. As stated by the Educational Testing Service, "The basic assumptions of holistic rating are that each of the factors involved in writing skills is related to all the others and that no factor can be separated from the others. Readers must judge each essay as a whole; they must read each paper for the impression its totality makes." A widely used holistic rating scale, adapted from a scale developed by Paul B. Diederich, follows on page 338.

There are many forms of holistic evaluation, but one that is probably best known is Primary Trait Scoring. (The writing sample on the Louisiana Writing Assessment is evaluated by readers using Primary Trait Scoring.) Guides for Primary Trait Scoring focus the rater's attention on just those features of a piece of writing which are relevant to the specific task assigned: to the special blend of audience, speaker role, purpose, and subject required by that kind of discourse and by the particular writing assignment. Diederich's rating scale can be adjusted to reflect Primary Trait Scoring. For example, if a process theme is being evaluated, Ideas and Organization should be weighted heavily on the scale. All other items on the scale would be considered secondary traits.

Teachers often have some difficulty in making decisions about the points to be assigned on the rating scale. The ideas presented in "Determining the Merit of a Paper" should assist teachers as they make judgments. If students are given their own copy of these explanatory remarks, they will have a clearer understanding of the grade assigned to each composition.

Sources: *Grammar and Writing*, *Grade 12* (Teacher's Annotated Edition).
Macmillan Publishing Co., Inc., New York.

Charles R. Cooper and Lee Odell. *Evaluating Writing*.
State University of New York at Buffalo.

RATING SCALE

(Adapted from Paul B. Diederich)

General Impression	Low		Middle		High
Ideas	1	2	3	4	5
Organization	2	4	6	8	10
Word Choice	1	2	3	4	5
Style	1	2	3	4	5
Form					
Grammar and Usage	2	4	6	8	10
Punctuation, Capitalization	1	2	3	4	5
Spelling	1	2	3	4	5
Manuscript Form	1	2	3	4	5

TOTAL____________

Grading: A suggested grade distribution is as follows:

10 - U

11 - 19 - D

20 - 25 - C-

26 - 35 - C

36 - 45 - B

46 - 50 - A

(Notice that students are less likely to receive a U using this scale.)

DETERMINING THE MERIT OF A PAPER

I. General Impression

1. Ideas

High: The student has given some thought to the topic and writes what he really thinks. He discusses each main point long enough to show clearly what he means. He supports each main point with arguments, examples, or details; he gives the reader some reason for believing it. His points are clearly related to the topic.

Middle: The paper gives the impression that the student does not really believe what he is writing or fully understand what he means. His points are not clearly explained. He writes what he thinks will sound good.

Low: It is hard to tell what points the student is trying to make. He does not explain his points, only asserts them or repeats them. He does not bother to check his facts.

2. Organization

High: The paper starts at a good point, has a sense of movement, gets somewhere, and then stops. The paper has an underlying plan that the reader can follow. Main points are treated at greatest length or with greatest emphasis, others in proportion to their importance.

Middle: The organization is standard and conventional. There is usually a one-paragraph introduction, three main points each treated in one paragraph, and a conclusion that often seems tacked on. Trivial points are treated in too great detail and there is material that should be left out.

Low: This paper starts anywhere and never gets anywhere. The main points are not clearly separated from one another and come in random order.

3. Word Choice

High: The writer shows an interest in words and in putting them together in slightly unusual ways. Some of his experiments with words may not quite come off, but this is such a promising trait in a young writer, that a few mistakes may be forgiven. He uses words correctly, but also with imagination.

Middle: The writer uses tired old phrases and hackneyed expressions. He says things the same way as anyone else. He sometimes uses a big word when a little word would serve his purpose better.

Low: The writer uses words carelessly and inexactly. His vocabulary is childish.

Style

High: The writer seems sincere; he writes about something he knows. You could not mistake this writing for the writing of anyone else. He does not put on airs.

Middle: The writer tries to appear wiser than he really is. He uses lofty sentiments and broad generalities. He tries to sound impressive.

Low: The thoughts of the writer are those of an uneducated person who does not realize how bad they sound. Sometimes the unconscious revelation is so touching that we are tempted to rate it high on flavor, but it deserves a high rating only if the effect is intended.

Determining the Merit of a Paper

II. Form

5. Grammar and Usage

High:	The paper contains no vulgar or "illiterate" errors in usage by present standards of informal written English, and there are very few errors in points that have been discussed in class. The sentence structure is usually correct.
Middle:	There are a few serious errors in usage and several in points that have been discussed in class, but not enough to obscure meaning. There are occasional errors in complicated patterns: errors in parallelism, subordination, consistency of tenses, references of pronouns, etc.
Low:	There are so many serious errors in usage and sentence structure that the paper is hard to understand.

6. Punctuation, Capitals, Abbreviations, Numbers

High:	There are no serious violations of rules that have been taught. Note that one need not require commas after short introductory clauses, around nonrestrictive clauses, or between short coordinate clauses unless their omission leads to ambiguity or makes the sentence hard to read. Contractions are acceptable.
Middle:	There are several violations of rules that have been taught.
Low:	Basic punctuation is omitted or haphazard, resulting in fragments, run-on sentences, etc.

7. Spelling

High:	Since there is insufficient time to make full use of the dictionary, spelling standards should be more lenient for papers written in class than for papers written at home. There are usually no more than 5 misspellings, and these occur in words that are hard to spell. If a poor paper has no misspellings, it gets a high rating on spelling, even if no difficult words are used.
Middle:	There are several spelling errors in hard words and a few violations of basic spelling rules.
Low	There are so many spelling errors that they interfere with comprehension.

8. Manuscript Form

High:	The handwriting is clear, attractive, and well spaced, and the rules of manuscript form have been observed.
Middle:	The handwriting is average in legibility and attractiveness. There may be a few violations of rules for manuscript form if there is evidence of some care for the appearance of the page.
Low:	The paper is sloppy in appearance and difficult to read. It may be excellent in other respects and still get a low rating on this quality.

The above is adapted from research by
Paul B. Diederich, Educational Testing
Service, Measuring Growth in English.

PEER EDITING

Some form of peer editing can substantially reduce the number of errors on student papers and allow teachers to spend less time in grading final copies of student work. One way to use peer editing is to divide the class into groups of four or five. Using compositions from the group, have the students read and edit using correction symbols and the form on page 345 developed by Dr. Frank O'Hare. Editor No. 1 might look at ideas and organization; Editor No. 2 might check mechanics; Editor No. 3 might examine sentence structure and usage. Correction symbols can be placed in the margin in three different colors of ink and a summary statement by each editor placed on the editorial page attached to the paper. Through this process, students develop editing skills and receive better grades on their revised papers. Original copies, editorial sheets, and final papers are collected by the teacher, but only the final papers are evaluated.

(Students will need to be trained initially to do peer editing with short compositions and with very specific directions about proofreading.)

Source: How To Handle The Paper Load
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

Post-Writing Editorial Advice

Author: ______________________ Title: ______________________

Date: ______________________

EDITORS SUMMARY STATEMENT

NO. 1

NO. 2

NO. 3

(Form Adapted from Frank O'Hare)

CORRECTION SYMBOLS

1.	c	(1) capital letter needed or (2) capital unnecessarily used
2.	sp	mistake in spelling
3.	p	mistake in punctuation
4.	¶	new paragraph needed
5.	no ¶	new paragraph not needed
6.	mar	faulty margin
7.	head	heading incorrectly placed or incomplete
8.	ill	illegible handwriting
9.	syl	syllabication (word incorrectly or poorly divided)
10.	F	fragment (not a complete sentence)
11.	RO	run-on sentence
12.	voc	vocabulary (poor word choice)
13.	abb	(1) incorrect abbreviation or (2) no abbreviation permissible
14.	K	clumsy or awkward construction
15.	?	not clear
16.	#	more space needed between words
17.	∧	something omitted
18.	agr	agreement (pronoun with antecedent, verb with subject)
19.	u	faulty usage (nonstandard, slang)
20.	gr	faulty grammar
21.	t	wrong tense of verb
22.	✓	good point or good writing
23.	₰	leave out

HINTS FOR HANDLING GRADING

1. As you read a set of papers, sort them into three piles: average, above-average, below-average. As you review the papers in each pile, subdivide them as follows:

Above-Average:	Assign a grade of A to approximately the top third.
Average:	Rate as C or C-.
Below-Average:	A grade of U or F may be given to the bottom third.

   In an upper level class, the three divisions may stand for A, B, and C with no paper receiving below a C.

2. If a student is concerned about a grade of D or F (or even C, if upper level), let him write another paper on a similar topic. Let the grade recorded be the higher of the two.

3. If a paper is so poorly written that it needs to be redone, it may help to assign, instead, a second paper on a different topic in the same category.

4. Proofreading, revision, and evaluation of papers is greatly facilitated if students skip lines as they write their compositions.

5. Students who prefer to remain anonymous, may register a pseudonym with the teacher and use it on papers that are peer-edited.

6. After a certain number of peer-editing sessions, the teacher can then assign papers to be read by one editor per paper with the editor receiving a grade for his ability to evaluate or proofread effectively.

AUDIOVISUAL MATERIALS

Louisiana State Department of Education

The following materials can be obtained by writing to Ms. Gayle Clement, Supervisor, Audiovisual Education, P. O. Box 44064, Baton Rouge, Lousiana 70804.

1. Educational Film Catalog, Bulletin No. 1406 (Revised)

   This catalog lists all films currently housed in the eight regional film libraries in the state. Instructions for ordering are in the introductory section of the catalog. There is no charge for using these films. A copy of this catalog should be available in the library of each school in the state.

2. An Annotated Bibliography of 16mm Films for use with Children's Literature, published by the University of Southwestern Louisiana.

3. Teaching Basic Skills with Film!, Learning Corporation of America.

   The publication is a handbook of ideas and lesson plans for elementary and secondary teachers.

INSTRUCTIONAL TELEVISION (ITV)

Order the following materials from the ITV Coordinator, Louisiana Department of Education, 626 North Fourth Street, Baton Rouge, Louisiana 70804. (These materials are updated or revised annually.)

1. 1981-1982 Teacher's Handbook, Bulletin 1629

   This book is a guide to ITV's daytime instructional programming. It is designed to help teachers select and make the best use of programs relevent to their instructional goals.

2. ITV Basic Skills Matrix, 1981-82

   This publication correlates the basic skills in the content areas to the 1981-82 ITV Broadcast schedule.

3. ITV 1981-82 Broadcast Schedule Poster

RECOMMENDED READING FOR LANGUAGE ARTS TEACHERS

Arthur, Bradford. Teaching English to Speakers of English. New York: Harcourt Brace Jovanovich, Inc. 1973.

Beach, Richard. Writing About Ourselves and Others. An ERIC/REC Theory and Research Into Practice Monograph. Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills and National Council of Teachers of English, 1977. (35 pp.)

Brazil, James, and Koch, Carl. Strategies for Teaching the Composition Process. Urbana, Illinois: National Council of Teachers of English, 1978. (117 pp.)

Brown, Joseph, et al. Free Writing! A Group Approach: Toward a New and Simple Method of Learning and Teaching Writing. Rochelle Park, New Jersey: Hayden Book Company, Inc., 1977.

Carpenter, Patricia A., and Just, Marcel Adam. Cognitive Processes in Comprehension. Hillsdale, New Jersey: Lawrence Erlbaum Associates, 1977.

Clapp, Ouida H., ed. On Righting Writing: Classroom Practices in Teaching English 1975-1976. Thirteenth Report of the Committee on Classroom Practices. Urbana, Illinois: National Council of Teachers of English, 1975. (126 pp.)

Clapp, Ouida H., ed. Teaching the Basics Really! Classroom Practices in Teaching English 1977-1978 Urbana, Illinois: National Council of Teachers of English, 1977. (158 pp.)

Coakley, Carolyn Gwynn, and Wolvin, Andrew D. Listening Instruction. A Theory and Research Into Practice Monograph. Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills and Falls Church, Virginia: Speech Communication Association, 1979. (48 pp.)

Dagher, Joseph P. Writing: A Practical Guide. Boston: Houghton Mifflin Co., 1976.

Davis, James S. A Concept of Writing Process. Cedar Rapids, Iowa: Grant Wood Area Education Agency.

Diederich, Paul B. Measuring Growth in English. Urbana, Illinois: National Council of Teachers of English, 1974.

662

661

Dillard, J. L. Black English: Its History and Usage in the United States. New York: Random House, Inc., 1973.

Friedman, Paul G. Listening Processes: Attention, Understanding, Evaluation. Washington, D. C.: National Education Association, 1978.

Gere, Ann Ruggles, and Smith, Eugene. Attitudes, Language, and Change. Urbana, Illinois: National Council of Teachers of English, 1979. (105 pp.)

Geuder, Patricia, et al., eds. They Really Taught Us How to Write. Urbana, Illinois: National Council of Teachers of English, 1974. (146 pp.)

Graves, Donald H. Balance the Basics: Let Them Write. New York, Ford Foundation, 1978.

Griffin, Claudius W. "The Decline in Writing Ability--What the Secondary Teacher Needs to Know How To Teach." Paper read at Annual Meeting of the Conference on College Composition and Communication, 1977, Kansas City, Missouri. Mimeographed. (10 pp.)

Hall, Mary Anne. The Language Experience Approach for Teaching Reading: A Research Perspectiveve. Second Edition, Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills and Newark, Delaware: International Reading Association, 1977.

Hillocks, George, Jr. Observing and Writing. An ERIC/RCS Theory and Research Into Practice Monograph. Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills and National Council of Teachers of English, 1975. (30 pp.)

Laffey, James L., and Shuy, Rager. Language Differences: Do They Interfere? Newark, Delaware: International Reading Association, 1973. (186 pp.)

London Board of Education. Listening/Speaking Skills Booklet; Kindergarten to Grade Eight. 1978. (142 pp.)

Lundsteen, Sara W., Ed. Help for the Teacher of Written Composition (K-9): New Directions in Research Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills and National Conference on Research in English, 1976. (77 pp.)

Lundsteen, Sara W. Listening: Its Impact at All Levels on Reading and the Other Language Arts. Revised Edition. Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills and National Council of Teachers of English, 1979. (170 pp.)

Newkirk, Thomas. Grammar Instruction and Writing: What Does the Research Really Prove? Durham, New Hampshire: University of New Hampshire, 1977. (23 pp.)

Pooley, Robert C. The Teaching of English Usage. Urbana, Illinois: National Council of Teachers of English, 1974.

Powell, William R. and others. Project to Improve Education in the Basic Skills (Reading, Writing, Computing, Speaking, and Listening). Gainsville, Florida, 1976. (129 pp.)

Rich, Andrea L. Interracial Communication. New York: Harper and Row, 1974.

Saville-Troike, Muriel. Foundations for Teaching English as a Second Language: Theory and Method for Multicultural Education. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

Smith, Donald E. A Technology of Reading and Writing: Volume 3. New York, New York: Academic Press, 1977.

Standford, Barbara Dodds, and Stanford, Gene. Learning Discussion Through Games. New York: Scholastic Book Services, 1969.

Weaver, Carl H. Human Listening: Processes and Behavior. Indianapolis: Bobbs-Merrill, 1972.

Weaver, Constance. Grammar For Teachers: Perspectives and Definitions. Urbana, Illinois: National Council of Teachers of English, 1979. (171 pp.)

Wheeler, Thomas C. The Great American Writing Block: Causes and Cures of the New Illiteracy. New York: The Viking Press, 1979.

Wood, Barbara Sundene, ed. Development of Functional Communication Competencies: Grades 7-12. Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills, and Annandale, Virginia: Speech Communication Association, 1977. (27 pp.)